

Munchkins

Unit 1, Canal Court Business Centre, CARLISLE, Cumbria, CA2 7AN

Inspection date	10/12/2012
Previous inspection date	05/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children benefit from a well organised, well-resourced and spacious learning environment. The indoor 'beach' play section, sensory room and rooftop garden play area are highly effective in providing children with opportunities to explore and investigate using their senses. As a result, children's all round development is promoted well throughout this stimulating environment.
- The key person is well established in the nursery. Children are supported by a kind and caring staff team who work well together to meet each child's individual needs. Consequently, children develop a positive sense of themselves, feel safe and form secure attachments with a key member of staff.
- The arrangements for safeguarding children are robust and well-established. Clear policies and procedures are implemented well and consistently applied by staff, which ensures that children are kept safe and secure on the premises.
- The management work closely with the local authority early years adviser and collectively with input from staff, parents and carers, they complete a thorough self-evaluation of the service they provide. As a result, improvements have a positive impact on the setting and the children that are attending.

It is not yet outstanding because

- Staff practice is not consistent when updating progress records for reviewing and tracking children's progress. As a result, records are not complete to show a clear and accurate measure of the progress children make.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the pre-school room, lion and tiger toddler rooms, the baby room and the rooftop garden outdoor play area.
- The inspector held discussions with the owner, manager and staff members in all rooms.
- The inspector held a meeting with the manager of the nursery.
- The inspector looked at children's assessment records, the planning documentation, and other record keeping documents completed by the nursery.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, policies and procedures for the setting, self-evaluation document and the most recent local authority monitoring report.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and viewed parental questionnaires.

Inspector

Carys Millican

Full Report

Information about the setting

Munchkins day nursery was registered in 1996 on the Early Years Register. The privately owned day nursery is situated on the first floor of a large business premises and is accessed via a flight of stairs. It is situated close to the Cumberland Infirmary, Carlisle, Cumbria. The nursery serves the local area and outlying urban and rural areas. It operates from four playrooms, a sensory room and rooftop garden play area.

The nursery employs 12 members of staff who hold appropriate early years qualifications. Of these, four staff members hold a Level 4 National Vocational Qualification in Early Years and Education. The nursery is member of the National Day Nurseries Association.

The nursery opens Monday to Friday for 51 weeks of the year. The sessions are held from 7am until 6pm each day. Children attend for a variety of sessions. There are currently 92 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the systems for the monitoring and tracking of children's progress to ensure that they regularly updated and consistently maintained by all staff.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and have lots of fun in this well-resourced and well-organised nursery setting. They access a good range of developmentally appropriate, natural and manufactured resources, both inside and outside. These help promote children's learning and development. Staff are deployed effectively throughout the nursery; therefore, children's learning is supported well in each room. Children take part in a wide range of

learning and play opportunities, which, are planned around their individual developmental needs and interests. For example, staff in the pre-school room explain how children show an interest in cutting. Therefore, scissors and other materials are accessible in the mark making area to support this skill. The baby room staff provide children with toys that help support walking skills, for example, activity walkers to push around the room. They also provide resources that help support children's inquisitive nature. For example, cosy dens and play areas in the baby room contain treasure baskets full of natural materials to explore and investigate. As a result, younger children use their senses and develop their concentration skills as they play. Staff provide innovative experiences for children. For example, a large area in the toddler room incorporates a designated 'beach' play area. This gives children first-hand experiences of walking on and playing with sand. Children engage in sensory and imaginative play as the 'beach' play area becomes a volcano scene with a dinosaur world, or a winter Christmas scene complete with an igloo.

Children's love of books is promoted in all rooms. The language rich environment helps children to recognise print and words, in English and other spoken languages. Children sit in cosy quiet areas to listen to stories with staff members. They look at the pictures and listen to the staff read the story. Staff skilfully extend their language and communication skills by asking questions, and reinforcing and extending children's vocabulary. Books are stored in low- level storage units which enable all children to access them. Children use light boards with shapes and colour which again stimulate their senses. Staff constantly interact with all the children and challenge them as they play. For example, mathematical language and counting is incorporated into play. Staff ask children to count the number of stones they find in the water tray and 'How many tyres are in the circle outside?'

Creative resources like glue, paint, pens and pencils are made freely accessible to all children to aid their early writing and creative skills. Children enjoy painting opportunities using large upright easels. They choose the size of paper they require and proceed to paint their picture, happily singing to themselves as they do so. Children enjoy water activities. For example, they fill and empty different sized containers, explore ice melting, and see what changes happen when crispy brown leaves get wet. The pre-school children freely move between indoors and outside. They decide themselves what they want to do and where they want to play. The newly-built rooftop garden play area is a wonderful addition to the nursery. It enables children to access a designated play area in all weathers and gives children the opportunity to experience physical outdoor activities on site. They learn about the natural world through planting activities, and access play equipment that helps promote their physical development. Children have fun outside. They practise their physical skills when balancing on tyres and building with crates. They develop their imagination as they play in the den and use construction materials to build and design. Children use water and brushes to pretend paint the walls, thus, developing their writing skills. Babies and toddlers access this area during the day when the pre-school children are playing inside. They enjoy being pushed in the swings chairs hanging from the rooftop beams. Role play areas are set up in all rooms. These areas are well resourced. They are complete with dressing up clothes, dolls, kitchen materials and utensils; as a result, children's imaginative play is linked to real life experiences.

Staff follow the same observational assessment arrangements throughout the nursery. They observe children as they play and complete 'Munchkin moment' post it notes. These

are stored in named plastic wallets until placed into each child's progress file. Although, entries are clear and plentiful in the baby room and younger toddler room, the older toddler and pre-school children's files contain fewer notes to show how much progress children are making. Staff know their key children. They explain how much progress each child has made since starting and identify the next steps in their learning. The quality of teaching and learning seen at inspection is good throughout the nursery. Staff are secure in their knowledge of the Early Years Foundation Stage and how children learn and this is seen in their practice. Planning includes children's interests observed from the previous week's observations and implemented in activities and through the provision of resources. Therefore, children are interested and stimulated by experiencing new and enjoyable play opportunities which extend and contribute to their good progress and learning.

The contribution of the early years provision to the well-being of children

Children are happy and contented. They are warmly greeted by the staff on arrival and separate from their main carers with ease. This shows that they feel safe and secure, due to the effective key person system and clear communication channels, which are established from the start of any arrangement. A detailed and informative registration form is completed by parents, which provides key information on children's likes, dislikes, routines and individual needs. Staff use this information to help children to settle into the nursery, provide individualised care and to build on their starting points to develop their skills. Children are encouraged to be independent and take responsibility appropriate for their age. For example, children help to tidy away toys and they put on their own coats and hats before they play outside. Children have lots of opportunities to make choices and decisions about what they want to play with and what they want to do. They help themselves to toys from labelled containers which are easily accessible, well organised and attractively presented in all of the rooms.

Children's good behaviour is promoted through staff acting as positive role models. Any instances of challenging behaviour are dealt with appropriately. Children are helped to understand what they have done and the consequences of their actions. Staff encourage children to be considerate of others and to share and take turns, for example, when using the computer. There are lots of examples of children's work displayed which contributes to their sense of belonging. Staff constantly praise the children and encourage them to have a go. As a result, children are developing their confidence and self-esteem. Staff show children how to use tools properly and keep themselves safe from accidental injury. For example, children learn to use scissors safely to cut up paper and they are gently reminded to sit on the chairs properly at snack time. Activities and visits to services that help to look after us help children to understand about safety and caring for others. For example, children visit the local ambulance station and at Christmas they visit the local residential home to sing carols to the residents. An inclusive environment is provided. Staff translate words so that dual language labels and information is displayed for the families and children attending the nursery. Resources that support children's understanding of the diversity of the world around them are available in all rooms and photographs and pictures celebrate differences.

All children throughout the nursery are encouraged to adopt healthy lifestyles through the

setting's good health and hygiene routines and practices. They enjoy fresh fruit at snack time or offered alternatives in line with their dietary needs and requirements. Children staying for lunch have a hot meal freshly prepared in the nursery kitchen. Meal times in the older children's rooms are a social occasion where staff and children sit together. Babies also eat together, but staff make sure that they follow each child's daily routine. Staff offer assistance and support to younger children and older children's independence is encouraged at mealtimes. For example, pre-school children help to hand out the plates and cups, and pour their own drinks. Information about menus and the ingredients are displayed in the reception area for all parents to see. Children learn to look after themselves and see to their own personal needs. Younger children's nappy change routines are sensitively managed and a good standard of hygiene is observed. For example, the key person chats to the baby as she changes him. Afterwards she wipes down the mat and uses antibacterial gel after washing her hands. Older children are supported during potty training and the nursery work in partnership with parents to achieve a successful outcome. The transition process established in the nursery helps children move seamlessly from room to room. Short visits between rooms enable children to familiarise themselves with new surroundings and their new key person. A 'movement' book completes the process so staff are fully aware of children's individual needs and care practices.

The effectiveness of the leadership and management of the early years provision

The nursery is led and managed by a committed management team who have made significant improvements to the nursery since its last inspection. The owner and manager work tirelessly with the local authority early years adviser to implement changes to improve the quality of the nursery provision. Staff, parents and carers views contribute to the self-evaluation of the nursery and priorities for improvement are identified in action plans displayed in all the nursery rooms. The manager monitors the educational programme for the whole nursery to ensure a broad range of learning experiences is provided by staff who understand how children learn best. As a result, children's learning and development is promoted fully by knowledgeable staff who engage with the children as they play. The monitoring of the planning and assessment processes is however, less robust, consequently, not all children's individual records are kept as up to date as others within the nursery. Although this is not having a detrimental effect on children's progress, the progress records will not sufficiently inform the progress check at age two.

The manager and staff have a clear understanding of their responsibilities to meet the Statutory Framework of the Early Years Foundation Stage. Documentation, policies and procedures are well organised to support children's learning, development and welfare. The procedures in place to safeguard children are effective. The manager and staff regularly update their safeguarding training and first aid requirements. Staff know the procedure to follow should they have any concerns about a child in their care. A copy of the policy folder is available for parents in the reception area and for practitioners in the staff room. There are robust policies in place to ensure the suitability of all staff working with children. Criminal Records Bureau checks are maintained and all new employees complete a thorough induction process. Risk assessments are carried out annually and

safety checks completed daily to further promote children's safety. The provider shows an ongoing commitment to staff training and continuous professional development. Appraisal and supervision meetings provide staff with the opportunity to develop their confidence and skills, and identify training needs.

The nursery has developed very positive relationships with parents and carers. Parents are very complimentary of the service the nursery provides. They state how 'opening times are fantastic, the staff will help with anything if they can' and how the 'staff are doing an outstanding job at keeping parents and children happy'. There is a lot of information available to parents and carers. This is displayed on the noticeboards in each room and in the reception area. Staff invite parents and carers to open evenings as well as holding daily discussions with them about their child's day. They engage parents well in their children's learning and through the use of progress review sheets they encourage parents to add their thoughts and observations from home. The nursery establishes links with other early years settings and local schools children attend to support continuity in children's care and learning. This also aids the transition process into school when children are ready to attend. The nursery works well in partnership with external agencies to support the children in their care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	317389
Local authority	Cumbria
Inspection number	819064
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	75
Number of children on roll	92
Name of provider	Munchkins (Carlisle) Ltd
Date of previous inspection	05/10/2009
Telephone number	01228 592099

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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