

Munchkins Club

Inspection report for early years provision

Unique reference number EY299585
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Inspector Susan Barnes

Setting address Ightenhill Nursery School, Lionel Street, Burnley,
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Munchkins Club was registered in March 2005 and is managed by a committee. It operates from a room and associated facilities within Ightenhill Nursery School. The club is situated in the residential area of Ightenhill in Burnley.

The club is registered to care for a maximum of 24 children aged three to eight years at any one time. There are currently 20 children on roll who are within the early years age range. The club offers 'wrap around' care of morning or afternoon sessions to children who attend the nursery school. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club is open from 8.15am to 3.45pm Monday to Friday during term time. Breakfast is provided as required at the beginning of the session and a lunch club operates from 11.30am to 12.30pm. Children have access to an enclosed outdoor play area.

There are three members of staff, including two managers who work directly with the children. Of these one holds a Qualified Teacher Status and two hold a qualification at level 3 in early years. The club receives support from the local authority and uses an approved quality assurance scheme to monitor provision.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the club where adults respect the uniqueness of each child and good relationships are established with parents and carers. A warm atmosphere is created and overall the environment supports learning well. The suitably qualified, professional staff team demonstrate and communicate a strong capacity to maintain continuous improvement. A broad range of activities are provided which capture and sustain the children's interest. Staff promote, and children demonstrate, an excellent understanding of healthy lifestyles. Partnerships with other providers and external agencies and sharing of information is mostly good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- exploit more fully systems in place to share information about children's achievements to further enhance continuity of education
- enhance further the learning environment so that it is rich in signs, symbols, notices, numbers and words, to further extend children's literacy skills.

The effectiveness of leadership and management of the early years provision

Policies and procedures to safeguard children are well developed. There are safe and effective recruitment procedures in place and all staff are suitably vetted, inducted, qualified and experienced. Comprehensive written risk assessments are completed on all aspects of the premises. In addition daily checks are completed to ensure children can move safely and freely. All records required for the safe and efficient management of the club are in place and regularly reviewed.

The small nature of the club and effective systems means staff know the children well and skilfully meet their individual needs. They respond sensitively to the children's ideas, feelings and behaviour. Equality and diversity is promoted well and the children learn to respect difference within the group. The resources and environment are managed and used creatively to offer children a broad range of experiences across all areas of learning.

Parents and carers receive good quality information about the club and are complimentary about the service provided. These positive relationships means children's needs are met well through clear and accessible channels of communication. Links with the host nursery school are good. Effective arrangements exist to ensure information about the children's safety, welfare and health is shared between the nursery and club. However, systems to more consistently share information about children's achievements have not been fully explored to further enhance their education. Relationships with other agencies and professionals are strong at all levels.

Staff work well as a team and demonstrate a good commitment to driving improvement. They constantly review their practice and the environment aiming to achieve the best possible provision for all children attending. The management team support staff well to raise their skills and increase their knowledge through attending regular training. All recommendations made at the last inspection have been successfully addressed to improve outcomes for children in their well being and safety.

The quality and standards of the early years provision and outcomes for children

Staff use their good knowledge of the Early Years Foundation Stage to plan purposeful and developmentally appropriate activities. They skilfully ensure a good balance of adult-led and child-initiated activities and support learning effectively by asking challenging and open ended questions. Children have input into the weekly planning so that it closely reflects their interests. Children's individual needs are well met in this positive environment and they behave very well. They show concern for one another as they play and understand the need to take turns and work cooperatively. Children know routines well and develop independence well, such as when they set up their own paper on the easel for painting. The children's interests, observation and assessments are mostly used well to inform planning

and provide motivating learning experiences for all children.

Children's communication, language and literacy is supported well. Children enjoy listening and responding to stories. The book corner is well presented with an interesting selection of good quality books which are fondly used by the children. Children enjoy mark making with different media and communicate their ideas well as they play imaginatively. However children have fewer opportunities to see signs, symbols, notices, numbers and words in the environment to further extend their early literacy skills.

Problem solving, reasoning and numeracy skills are routinely promoted throughout the session. For example, children have practical opportunities to consider mathematical concepts such as counting as they walk over the stepping stones and calculating and counting grapes at snack time.

Children have some meaningful experiences to learn about the natural world. They enjoy their time outside as they explore using their senses. They show an interest in changes in the seasons and weather. For example, they look closely at the frost and question why this has happened and watch with interest as it melts. Children have good opportunities to learn about different cultural festivals to raise their awareness of similarity and difference. These positive experiences help children develop good skills for the future

The extent to which children adopt healthy lifestyles is outstanding. A clear commitment to extending children's physical skills and providing a challenging, stimulating and enjoyable physical experience, greatly benefits all children in developing a positive attitude towards exercise. Children show a comprehensive understanding of making healthy choices and the benefits of exercise on their bodies. Staff and children adopt meticulous hygiene practices to prevent the spread of infection.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met