

Munchkins Village Nursery

31 Junction Lane, Burscough, ORMSKIRK, Lancashire, L40 5SN



Inspection date	13 December 2016
Previous inspection date	30 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers are very passionate and committed to ensuring that the nursery provides a stimulating, caring and educational environment. There is a continuous improvement cycle in place with highly effective partnership working between parents, staff, children and other professionals.
- Managers and staff have successfully addressed all the recommendations from the last inspection. The environment, indoors and out, is planned carefully and promotes learning in all areas of the curriculum.
- Staff are well qualified and they use their knowledge and skills effectively. They work well as a team and deploy themselves successfully to meet children's individual needs and interests. Children make good progress in their learning and development.
- Partnerships with parents are excellent. Parents are kept extremely well informed regarding their children's progress. Staff involve them in all aspects of their children's learning and ensure that information provided is in a format that meets all parents' needs. Home learning opportunities contribute effectively to supporting children in making good progress in their learning and development.
- Staff use innovative strategies to support children in managing their feelings and behaviour. All children, including those who have special educational needs and speak English as an additional language develop an understanding of what is acceptable behaviour.

It is not yet outstanding because:

- On occasions, staff ask older children too many questions in quick succession. They do not always give children opportunities to solve problems and provide further options to enhance their own learning.

What the setting needs to do to improve further

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

- provide more time and opportunities for children to think more deeply, come to their own conclusions, contribute ideas and enhance their own learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery managers and provider. She looked at relevant documentation, and evidence records of the suitability of staff working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector spoke to children on the day, viewed their files and assessments and discussed their progress with key staff.
- The inspector spoke to a small number of parents during the inspection, viewed feedback and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding children takes high priority within the setting and managers liaise effectively with outside agencies. Staff know and understand the procedures to follow should they have any concerns regarding the welfare of a child. Medication and accident procedures are followed stringently and risk assessments are reviewed regularly. This contributes to ensuring the safety and well-being of children. Leaders and managers monitor staff performance well. Regular supervision meetings help to identify training opportunities that meet staff's needs and have the most impact on children's learning. For example, staff's attendance at training on how to support children's early literacy skills, has had a positive impact on children's learning.

Quality of teaching, learning and assessment is good

Staff interact positively with children and provide a wide range of interesting and stimulating activities. Observations of children at play are assessed accurately and help staff plan and extend children's learning. Babies show interest in lots of sensory play, such as playing in flour or paint. They explore objects that ignite their curiosity. Staff show older children how to make a mixture that resembles snow. Children learn new vocabulary as they talk about how it feels and smells. Staff demonstrate how it can be manipulated and encourage children to explore and have fun. Some staff are trained and qualified to support children in developing and improving their speech and language skills. This has a positive impact on the progress that children make in their language and communication.

Personal development, behaviour and welfare are good

Children's physical and emotional well-being are promoted effectively and they settle quickly and happily. Parents comment on how they and their children were thoroughly supported when moving from the upstairs baby room to the downstairs playroom. The key-person system successfully supports children and families in establishing strong bonds and attachments. Children learn to develop healthy lifestyles. The nursery cook prepares nutritious snacks and meals which are based on children's dietary requirements and parents' wishes. Children enjoy playing in the outdoors. For example, pre-school children take great delight in playing with a parachute. They concentrate hard and learn to work together as they try to stop a ball from rolling from the top.

Outcomes for children are good

Children are working comfortably within the typical range of development expected for their age. This includes those children who have special educational needs and children who speak English as an additional language. Children in receipt of additional funding show improved progress in their learning. They grow in confidence and develop their independence skills. They enjoy reading books and singing songs together. Children listen well and follow instructions. For example, babies confidently take hold of a star and wave it high as they sing. Pre-school children acquire the skills needed in preparation for school. They learn to recognise and pronounce letters and sounds. They develop their early mathematical skills, counting spontaneously and exploring different concepts, such as small, medium and large.

Setting details

Unique reference number	EY456591
Local authority	Lancashire
Inspection number	1066513
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	75
Number of children on roll	84
Name of registered person	Munchkins Village Nursery Limited
Registered person unique reference number	RP905139
Date of previous inspection	30 August 2013
Telephone number	01704 807 202

Munchkins Village Nursery was registered in 2013. The nursery employs 17 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 3 or 4. Five staff hold qualifications at level 6, including the manager with early years professional status and one other member of staff with early years teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and children who speak English as an additional language.

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