

Munchkins Kindergarten Ltd

St Peters Lodge, Priory Road, Spalding, PE11 2XA



Inspection date	25 August 2016
Previous inspection date	9 October 2012

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

- Children settle quickly into the nursery and show they are happy. They thrive in the welcoming environment and form close bonds with staff.
- The quality of teaching is good. All children, including those receiving funding, make good progress.
- The management team monitors children's progress closely. They ensure that children who need extra support to close gaps in their learning benefit from the additional resources and input to help them progress.
- Partnerships with parents are strong. Staff successfully involve parents in their children's care and learning. Parents appreciate the support given by the nursery and ideas that staff provide to support their children's learning at home.
- Self-evaluation is accurate and the management team uses it well to identify areas to improve. Action plans help to ensure continuous improvements are completed in a timely manner and support positive outcomes for children.

It is not yet outstanding because:

- Methods for gaining information from parents about children's starting points are not thorough enough to help staff plan as effectively as possible for children's individual learning when they first start.
- Children who learn best outdoors are not always provided with opportunities to go outdoors and engage in more activities that provide sufficient challenge to promote their interest and enjoyment.

What the setting needs to do to improve further

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

- explore further ways to seek detailed initial information from parents about what their children can already do at home, in order to plan more precisely for their individual learning needs when they first start
- provide more opportunities for those children who learn best outside to play, explore and engage in activities that capture their interest and provide challenge.

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 manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan Sykes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their roles and responsibilities to protect children. They are clear about what to do if they are concerned about a child's welfare. Good arrangements are in place for the supervision of staff. The manager frequently observes staff to help them develop their practice. Regular training opportunities are specifically targeted at meeting the needs of individuals or groups of children to promote good outcomes. Parents speak very highly of the nursery and the staff. The owner and the nursery management team are passionate about the service they offer. They show they are very keen to continue to develop their practice and deliver a high quality setting.

Quality of teaching, learning and assessment is good

Children make choices about their play and learning. This helps to raise their confidence and feelings of self-worth. They thrive in the busy learning environment and are proud to show staff their creative work. Staff use good teaching skills to help children develop their language and to think for themselves. For example, staff model new words for younger children who copy what they say, extending their vocabulary. Staff complete regular observations and assessments carefully. They use this information to plan for children's next steps in learning to include what children are interested in. Children enthusiastically engage in games which help their learning. Older children excitedly play a game of hide and seek. This helps them work together with their peers as they look for their friends with anticipation. Staff keep parents very well informed and encourage them to share their knowledge of their children's wider achievements to further enhance learning opportunities. This helps provide consistency between home and nursery.

Personal development, behaviour and welfare are good

Children and babies settle well in this homely environment. There are good systems for settling new children and for when children move rooms. Staff provide babies and children with good support. They promote children's emotional well-being and sense of belonging effectively to help ensure that children are happy and self-assured. Children enjoy a balanced range of nutritious and freshly cooked food for their meals and they enjoy being active outdoors, which contributes towards their good health. Children are well behaved. They understand the boundaries and are given gentle, age-appropriate reminders, when necessary. Strategies to deal with unwanted behaviour are consistent and effective. Children learn about their own community and the wider world as they go on outings and celebrate different cultures.

Outcomes for children are good

All children, including those who have special educational needs or disability and those who speak English as an additional language, make good progress. They are confident, inquisitive and independent learners. They are developing the skills needed to be ready for the next stage in their learning, including the move to school.

Setting details

Unique reference number	EY358868
Local authority	Lincolnshire
Inspection number	1059765
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	68
Number of children on roll	85
Name of registered person	Munchkins Kindergarten Limited
Registered person unique reference number	RP527152
Date of previous inspection	9 October 2012
Telephone number	01775 718708

Munchkins Kindergarten Ltd was registered in 2007. The nursery employs 21 members of childcare staff. Of these, 18 hold an appropriate early years qualifications ranging from level 2 to 5. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 5.45pm, except for one week at Christmas and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children who have special educational needs or disability and children who speak English as an additional language.

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