

# Little Munchkins Childcare Providers

5 Darwin Street, Castle, NORTHWICH, Cheshire, CW8 1BT



## Inspection date

27 February 2017

Previous inspection date

21 May 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

- Managers communicate a clear vision for the nursery. They show commitment to achieving high standards. Practitioners take pride in making sure that children's well-being is promoted.
- Parents enthusiastically praise the practitioners and the provision. They compliment the friendly, homely atmosphere and like the individual care and attention children receive. Parents and practitioners share important information regularly, helping to promote continuity in children's care and learning.
- Children are happy and eager to play. They continually discover a wide range of activities that attracts their interest and absorbs their attention. Children demonstrate that they feel secure. They make good progress in their learning.
- Children learn to make choices that help to promote their long-term welfare. They eat a healthy balanced diet and learn why this is important. They learn about growing food to eat. For example, they plant herb seeds then care for them and watch them grow.

### It is not yet outstanding because:

- Managers' regular assessments of practitioners' performance do not identify clearly enough what they need to improve and why.
- Information from observations is, sometimes, not used to identify as precisely as possible what children need to learn next. As a result, individual children's learning is not always meticulously planned for.

## What the setting needs to do to improve further

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

- build on the systems for assessing practitioners' performance so that plans for their professional development drive rapid improvement
- make the most of what is known about individual children's achievements so that teaching focuses even more precisely on what they need to learn next and they are supported to make rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

Managers seek the views of parents, practitioners and children when they evaluate the provision. Evaluation leads to changes that improve the programme of activities. The well-qualified practitioners attend training, helping them to improve their knowledge and skills. For example, newly appointed room leaders follow an accredited leadership programme. They learn principles of good leadership that they apply to the management of their teams. Arrangements for safeguarding are effective. Managers and practitioners know the action they must take if they consider that a child is at risk of abuse or neglect. Recruitment is safely managed. New employees are vetted appropriately. They must successfully complete a period of probation before their employment is confirmed. Managers demonstrate an uncompromising approach to children's health and safety. Hygiene is of a high standard and the premises and equipment are safely maintained.

### Quality of teaching, learning and assessment is good

Practitioners devote their time and attention to the children. They know children well and set out activities linked to their interests. For example, toddlers discover a small-world scenario that includes sand, diggers and people. Practitioners play alongside children. They name the items that children pick up. They describe children's actions. This means that children hear and learn words about what they are doing and make good progress in learning to speak. Pre-school children listen attentively to stories and answer questions about the characters and events. They share their ideas and listen to others. For example, children think carefully about whether the character in the story acted helpfully. They agree that trying to help other people is a good idea.

### Personal development, behaviour and welfare are good

Practitioners are cheerful and friendly role models. They help children to think and talk about their feelings. Practitioners establish and teach consistent boundaries for children's behaviour. As a result, children learn to cooperate and play together. Practitioners teach children to follow routines. When it is time to tidy up, practitioners look under tables for missing pieces and children copy them. Babies have time and encouragement to play and explore. Practitioners praise their achievements and talk with them. This helps to promote children's self-esteem and they become eager learners. Well-developed procedures are carefully followed, helping to keep children safe.

### Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children who have special educational needs and/or disabilities make good progress from their starting points and gaps in attainment close steadily. Children know that written words carry meaning. They know that they can find out what a story is about by looking at the front cover of the book. They can sit for increasing periods in adult-led groups. Children know that they must share toys with each other. They can wait patiently for their turn. Children can count and use numbers meaningfully during daily routines. Children develop confidence and independence. Older children go to the toilet by themselves and know why they must wash their hands.

## Setting details

<b>Unique reference number</b>	EY457601
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1066582
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Little Munchkins Childcare Providers Ltd
<b>Registered person unique reference number</b>	RP532253
<b>Date of previous inspection</b>	21 May 2013
<b>Telephone number</b>	0160676644

Little Munchkins Childcare Providers was registered in 2012. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, eight at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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