

# Mini Munchkins Pre-School

Downsview Methodist Church, Waddington Way, London, SE19 3XH



## Inspection date

14 September 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff support children's communication and language development effectively. They work closely with parents to help plan support for individual children, including those who speak English as an additional language. All children make good progress from their starting points.
- Children form positive relationships with staff. Older children enjoy sharing their achievements with them. For instance, they show their work to the staff and state, 'I did it'. Staff support young children sensitively and motivate them well to join in activities. They know the children well and support their emotional needs effectively.
- Children enjoy a range of physical activities, both indoors and outdoors. They run around happily in the garden and explore lifting and moving objects, such as crates, during their play. Staff provide opportunities for children to learn to move in different ways. Children are supported to develop a healthy lifestyle.
- Self-evaluation is effective. The manager reflects on the strengths and weaknesses of practice and provision and focuses improvements to raise children's achievements. For instance, she monitors children's progress regularly and uses this information effectively to plan for improvements to provision.

### It is not yet outstanding because:

- Occasionally, staff do not make the best use of opportunities to encourage children to share their views and ideas on ways of doing things.
- Staff do not provide consistent opportunities for children to build on their understanding of the uses of technology.

## What the setting needs to do to improve further

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

- take all opportunities to encourage children to share their views and express their ideas for ways of doing things
- provide consistent opportunities to help children build on their understanding of the uses of technology.

### Inspection activities

- The inspector observed the children and how staff interact with them.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector conducted a joint observation with the manager and assessed how she monitors staff performance.
- The inspector took account of the views of staff, parents and children.
- The inspector held discussions with the provider and manager at appropriate times.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand the procedures to follow to identify and report concerns about children's welfare. Staff deploy themselves well to help ensure children's safety. The manager reviews staff performance regularly. She identifies and supports opportunities for their professional development. Staff work well as a team and share good practice to help achieve good outcomes for all children. For instance, the special educational needs coordinator uses her knowledge and skills effectively to help staff plan precisely for individual children's learning. The manager establishes close links with parents and outside agencies and shares information with them effectively to help identify and address any concerns about children's development and progress. She uses funding effectively to help improve opportunities for individual children and close gaps in their learning.

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

Staff stimulate older children well to help them build on their mathematical skills. For instance, they provide house templates with different numbers printed on them and encourage children to count the correct number of construction material pieces needed to build each house. Staff encourage children's early mark-making skills effectively. Younger children make marks in sand and learn to use equipment, such as pens, effectively to draw around their hands. Older children learn to form letters and write their names. Staff provide interesting opportunities to help children build on their understanding of the world. For instance, they teach children about different means of transport and they pretend to travel to a funfair in different vehicles, such as cars and trains. Staff successfully support children's creativity and children have fun as they learn.

### Personal development, behaviour and welfare are good

Staff provide consistent opportunities for children to learn about how they are expected to behave. They use regular opportunities, such as group time, to introduce children to rules. They intervene promptly to help children learn to share and take turns. They offer lots of praise and encouragement to acknowledge good behaviour. Staff teach children to be safe. For instance, they teach them how to use the slide safely. Children learn to manage appropriate risks; for instance, they learn to walk on a row of tree stumps and land safely as they jump off. Staff provide opportunities for children to build on their growing independence. For instance, young children learn to get their own shoes on and older children learn to peel and chop fruits in preparation for snack time.

### Outcomes for children are good

Young children thrive in the language-rich environment. They show interest in songs and rhymes and learn to follow simple instructions. Older children learn to link letters to sounds and some children read simple words and phrases confidently. Children develop skills that help to prepare them for next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY489522
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1017677
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Michelle Turner
<b>Registered person unique reference number</b>	RP908723
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07949961777

Mini Munchkins Pre-School registered in 2015. It is located in Upper Norwood in the London Borough of Croydon. The pre-school opening times are 9am to 3.30pm, Monday, Tuesday, Thursday and Friday, during term time. Seven members of staff work with the children. Of these, three hold relevant qualifications at level 3 and two hold level 2.

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