

# Little Munchkins

Springfield Hotel, 67 The Avenue, FAREHAM, Hampshire PO14 1PE



<b>Inspection date</b>	11 September 2018
Previous inspection date	7 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The newly appointed manager understands her role and responsibilities. She is developing existing systems to monitor the provision more effectively. For example, the recording and tracking of safeguarding concerns.
- Children show care and consideration towards others' feelings. They learn how to be kind to each other and share resources. Staff are calm and consistent in their approach in helping children understand the expectations of the nursery. For example, new children learn to sit at the table and eat lunch with their friends. As a result, children's behaviour is good.
- Parents know their child's key person and value the regular updates they receive about their child's achievements. They speak highly of the support their children receive and value the advice that staff offer on how to help their children at home.
- Staff build good relationships with children and know them well. This helps them plan activities that interest and challenge each child. For example, staff follow children's interest in trains to support their language and problem-solving skills as they explore how to repair the broken train track.
- Children make good progress in their learning and development. They acquire the knowledge and skills they need to succeed in their future learning, including their move to school.

### It is not yet outstanding because:

- Leaders do not consistently monitor the progress made by different groups of children. This means they may not identify and address any gaps in achievements swiftly enough.
- Staff supervision is not always effective in identifying some gaps in staff's knowledge and understanding. For example, some staff are unsure how to use the nursery's system for recording their assessments of children.

## What the setting needs to do to improve further

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

- develop monitoring processes further to assess more precisely the progress made by different groups of children to help them make the best possible progress
- strengthen the processes for staff supervision to help identify where some staff may need further training and support, particularly in the use of the nursery's assessment system.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff know how to identify when a child may be at risk of harm and what action to take. Recent training means that staff also understand how to identify and respond to children who may be at risk from extreme views or behaviours. Recruitment and ongoing suitability checks are in place to ensure that staff are suitable to work with children. Parents speak highly about the nursery and remark on the positive development of children's confidence and language skills. There are systems in place to monitor the progress that individual children make. However these are not currently being used effectively to identify gaps in groups of children's learning.

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

Staff understand how children learn. They effectively use resources they know the children are interested in to support their learning. For example, children use their senses to explore and observe change as they add oil and spices to flour. Staff complete regular observations of what children can do and identify the skills they need to develop further. However some staff require further training on how to record this information on the nursery's assessment system. Staff encourage children to develop their early writing skills well. For example, children easily access pens and paper to make birthday cards for each other. Some children are beginning to identify and write letters from their name independently. Staff help children to develop their emerging understanding of measurement as they use bricks to explore the height of toy dinosaurs. Staff nurture and develop children's imaginations well, they help children select outfits to prepare for a 'wedding'.

### Personal development, behaviour and welfare are good

Good settling-in procedures are in place for new children and parents. This means they get to know their key person, which helps children settle quickly and feel secure. Staff use positive praise to develop children's confidence in trying new things. For example, when trying new fruits at snack time. Children who speak English as an additional language are well supported. Staff value differences by learning how to sing familiar songs in children's home language. Children have regular access to the outside space. They develop good physical skills, for example, by arranging milk crates and tyres to create imaginary bridges to climb over. Children are developing their independence skills well, as they put on their own coats and shoes to play outside.

### Outcomes for children are good

Children are confident learners. Older children demonstrate good listening and attention skills in activities, which helps prepare them for school. Children's curiosity is encouraged. They eagerly explore books about how their bodies work and use words, such as 'skeleton', 'muscles' and 'lungs' to describe what they see. Younger children are beginning to identify numbers in the environment and have regular opportunities to explore these through daily routines.

## Setting details

<b>Unique reference number</b>	EY392543
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10078313
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Little Munchkins Partnership
<b>Registered person unique reference number</b>	RP526710
<b>Date of previous inspection</b>	7 June 2016
<b>Telephone number</b>	01329230681

Little Munchkins registered in 2009. It is situated in a detached house in a residential area of Fareham, Hampshire. It is open each weekday from 8am to 6pm for 38 weeks a year. The nursery provides early education funding for children aged two, three and four years. There are currently 7 members of staff working with the children, all of whom hold appropriate childcare qualifications.

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