

# Little Munchkins Nursery & Pre-School

St Barnabas Church, Medway Road, Huntingdon PE29 1SF



<b>Inspection date</b>	15 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- Staff teaching skills are variable. Not all staff successfully engage children in purposeful and challenging experiences that support their interests and promote good progress in learning.
- Staff are not effective in making good use of what they know about children's capabilities. They do not observe, assess or plan well enough to provide children with meaningful and purposeful activities to inspire learning and help them make the progress of which they are capable.
- Children do not always have good opportunities to demonstrate their independence and make their own choices.
- The manager does not review the progress of the different groups of children that attend to help evaluate the effectiveness of the provision.

### It has the following strengths

- Parents are positive about the nursery. They state there is a good two-way flow of information and they find staff are approachable and friendly. Parents' views are sought to help with the self-evaluation process.
- Children establish good bonds with staff and respond quickly when staff remind them of behavioural expectations.
- Children play in a safe and secure environment and staff risk assess effectively to help ensure any hazards are minimised.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
support staff to raise their teaching skills and the outcomes for children to a consistently good level	15/11/2018
use information gained from observation and assessment to plan challenging and enjoyable experiences that are based on children's interests and next steps in learning.	15/11/2018

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

- provide children with more opportunities to make their own choices and develop their independence
- improve monitoring of the progress made by different groups of children that attend to help identify any gaps in provision.

### 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 spoke with staff and children during the inspection.
- 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 and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Gail Warnes

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager is committed to the continued development of the provision. Staff receive regular supervision meetings where their practice is reviewed but plans to help improve the quality of teaching are not fully embedded. Leaders regularly review the progress children make, however, systems to review the progress made by different groups of children are not yet effective in helping to identify any gaps in provision. Safeguarding is effective. All staff have attended relevant training to help them identify the possible signs of abuse. They know what to do should they have a concern about a child's welfare. The provider and the manager follow safe recruitment procedures to assure the suitability of adults working with children.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Staff do not always recognise opportunities to support and engage children during their play and enhance their learning and enjoyment. Some staff in the baby room lack enthusiasm and rarely interact with the babies. This reduces opportunities for babies to make good progress in their communication and language development. In the toddler room, children are sometimes unable to engage in activities in which they express an interest. For instance, children cannot paint as they do not put on aprons. This results in them wandering around, not engaged in purposeful activity or interaction with staff. Some staff know children well, however not all staff use this information to plan challenging and enjoyable experiences to help all children achieve their next steps in learning. However, some staff show good teaching skills. Children enjoy listening to stories which are read with good expression and hold children's attention. They join in with familiar songs and count down accurately from five. Staff help children who speak English as an additional language well. They learn key words and phrases to help children settle and support their understanding.

### Personal development, behaviour and welfare require improvement

Staff do not give enough thought to how they can help children do things for themselves and each other. For instance, staff hand food to each child at snack and mealtimes. This results in children having little choice in what they eat or understand how to share with their friends. Children have regular opportunities to play outside, however, this is not well organised to provide children with purposeful learning opportunities and often results in children running around and chasing each other. Nevertheless, staff help children develop good hygiene routines and encourage them to help to tidy up toys. Staff get to know children and their families well. This helps staff to meet children's individual needs well, such as organising meals to support children's dietary requirements and allergies.

### Outcomes for children require improvement

Children gain the basic skills they need for the next stage in their learning, however, not all children make good enough progress. Babies settle well and become confident to explore the environment. Older children form friendships and learn to respect each other's differences. Children enjoy exploring different textures and water, for example, as they play in the mud kitchen.

## Setting details

<b>Unique reference number</b>	EY500684
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10079130
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Little Munchkins (Huntingdon) Limited
<b>Registered person unique reference number</b>	RP535437
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07702273757

Little Munchkins Nursery & Pre-School registered in 2016. The nursery employs eight members of childcare staff. All childcare staff hold appropriate early years qualifications at level 2 or above. The owner holds an appropriate qualification at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery also provides after school care during school term time for children up to the age of eight years. The nursery provides funded early education for two-, three- and four-year-old children.

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