

Inspection of Mini Munchkins Preschool And Childcare Services Limited

Westerham Hall, Quebec Avenue, London Road, Westerham TN16 1BG

Inspection date: 30 October 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

There have been significant weaknesses in leadership and management at the nursery in recent months. However, these are currently being addressed by the provider and have not had an impact on the quality of experiences for children. Children enjoy playing in the stimulating environment, where staff react quickly and skilfully to their changing needs and interests. For example, staff change the focus of a cooking activity when children become excited and share their knowledge about spiders.

Children behave very well. They understand the nursery rules, such as 'share and care', and remind each other of these as they play. Consequently, they are making lovely relationships with their friends, particularly as they negotiate and use their imaginations during role play. Children have formed strong attachments to staff and there is a lot of laughter shared between them. Children demonstrate extremely high levels of concentration and focus as they play and engage in activities. All children, including those with communication difficulties, are encouraged to be independent learners. For instance, they are given choices about their daily routine by selecting pictures for the visual timetable. Children are supported to gain the skills they need to support their future learning, including when they go to school.

What does the early years setting do well and what does it need to do better?

- The provider has not used effective self-evaluation to identify weaknesses in practice. Her lack of effective monitoring and supervision has meant staffing issues and subsequent low morale were not identified early enough. Although this affected staff well-being, it did not lead to a negative impact on children's welfare or learning. The provider is currently working closely with the local authority adviser and has already made significant changes to staffing, opening hours and daily routines. Her detailed improvement plans demonstrate decisive decision-making that should lead to much improved and sustainable practice.
- Staff know the children extremely well and children's learning is consistently extended. Their approach to planning is intrinsically linked to what they know children can do and what they are interested in. For example, ramps are introduced to children who are exploring how far toy cars travel. Children's learning is extended when they take the activity outside and are encouraged to notice differences caused by angles and surfaces.
- Staff use assessment well to identify where children need extra support. Additional funding is used effectively to provide additional resources to prevent all children, including those with special educational needs, from falling behind in their learning and development.
- Staff have focused teaching on improving children's learning in mathematics.

Numerous, meaningful opportunities are used to teach children about counting, shapes and concepts. For example, children add and subtract and count in tens during circle time, they draw shapes at the computer, and they talk about weights and capacity when they cook.

- Staff use music, singing and stories to promote children's communication and language skills in an enjoyable and interactive way. Spontaneous singing by children and staff is a consistent feature of the day. Stories are a time for children to relax and listen to books that promote their interest and develop learning. For example, children were fascinated to learn about dinosaurs and practise saying their long names.
- Children enjoy using their good physical skills to ride tricycles outside and to dig and stir in the sand. They show good coordination as they build with crates and large bricks, and draw with pencils. Visits to the local playground are regularly planned to provide opportunities for children to use large climbing apparatus. They are encouraged to develop healthy habits and routines, such as washing their hands before eating and cooking.
- Staff create a welcoming and supportive environment. Parents praise the level of care and attention their children receive. When children start, staff ensure they have detailed information about children's needs and routines. Ideas and activities are shared with parents to promote learning at home. However, sometimes these are less well targeted to help parents support children's specific next steps in learning.
- Staff develop children's emotional resilience and self-confidence well. They provide safe and quiet spaces for children to go if they wish to relax or rest. Children go to the nurturing staff for cuddles and reassurance when they feel unsure or tired.

Safeguarding

The arrangements for safeguarding are effective.

Previous weaknesses in recruitment procedures have been identified and are now being addressed. The provider has devised a new procedure that she intends to use when taking on new staff. She has updated her training and sought advice from local authority advisers. Staff understand their responsibility to ensure all children are safe from harm and risk. They know what to do if they are concerned about a child and swiftly take appropriate action to protect them. They have received training in child protection and wider safeguarding issues, such as the 'Prevent' duty. They work well with other professionals to maintain continuity of care and support for children and their families.

What does the setting need to do to improve?

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

	Due date
embed fully and implement effective recruitment processes to ensure the suitability of any person caring for, or in regular contact with, children	08/11/2019
improve systems for supervision and monitoring of all staff to develop a culture of mutual support that encourages consistently high levels of professional practice and well-being.	08/11/2019

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

- use self-evaluation more effectively to identify and address weaknesses and raise quality to a consistently good level
- extend the already effective communication with parents to provide all parents with information about how they can better support children's learning and development at home.

Setting details

Unique reference number	2555045
Local authority	Kent
Inspection number	10128212
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 3
Total number of places	24
Number of children on roll	19
Name of registered person	Mini Munchkins Preschool And Childcare Services Limited
Registered person unique reference number	2555044
Telephone number	01959565675
Date of previous inspection	Not applicable

Information about this early years setting

Mini Munchkins Preschool and Childcare Services Limited registered in 2019 and is one of two nurseries owned by the provider. It operates in Westerham, Kent. The nursery provides care from 8.30am to 5.30pm on Monday to Friday, during term time only. It receives funding to provide free early education for children aged two, three and four years. There are three staff who hold early years qualifications from levels 2 to 3.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector conducted a joint observation with the provider.
- The inspector held meetings with the provider, and spoke with all staff at appropriate times throughout the inspection.
- The inspector spoke with children, parents and the local authority adviser, to help take account of their views.
- The inspector looked at a range of documentation, including the provider's self-evaluation and improvement plans, evidence of staff suitability, and policies and procedures.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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