

Inspection of Mini Munchkins Day Nursery And After School Club

Sports Pavilion, Corfe Mullen Recreation Ground, Corfe Mullen, Wimborne, Dorset
BH21 3HU

Inspection date: 19 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome when they arrive. They understand what they need to do because routines are clear. Children self-register, independently finding the name-card with their name and picture on. They quickly join in well with small-group activities. Children develop good hand-to-eye coordination when exploring dried rice as they feel the texture, scoop and fill different containers. They show great concentration as they carefully pour rice from a teapot onto a plate, trying not to lose any grains of rice. Due to the COVID-19 (coronavirus) pandemic, parents are not currently allowed into the setting. Staff chat with parents to exchange information at the entrance as children arrive and leave.

Children behave well, consistently using good manners, and develop strong relationships with their friends and the staff. For example, children politely ask staff for help when they want their carton of juice in a cup. Staff are good role models and give children clear expectations for behaviour. They promote the pre-school's 'golden rules' through verbal and visual reminders displayed in the provision. Children share, take turns and wait for their friends to finish with toys before helping themselves. They pass one-handed tools to their friends when breaking up ice to get to the toys frozen inside. Children talk about how the ice melts and turns into water.

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

- Children benefit from a good range of activities across all areas of the curriculum. Staff plan experiences to support children's learning and development that are based around their interests. They know children very well and find out what makes them unique. The manager and staff have been proactive in getting to know the children after absences due to COVID-19. Discussions with parents and observations of children help staff to understand each child's learning needs. Staff use this information to plan for what children need to learn next and close any gaps in learning.
- Staff encourage children to develop skills they need for early writing. They use a wide range of sensory materials. When on a walk, younger children make marks on the ground with twigs they have found. Older children use sticks to write their names and skilfully draw pictures of animals. Indoors, children trace their names and develop pencil control.
- Children with special educational needs and/or disabilities (SEND) are supported well. Additional funding is used effectively to provide resources to help children make progress in their learning. For instance, children listen to stories through a compact disc player with multiple headphones. They talk to friends and staff about what they have heard, extending children's vocabulary.
- Staff use very effective tone and expression when playing alongside children to

capture their interest and imagination. They join in with children as they pretend to shop for clothes and accessories. Children re-enact this in the role play area and talk to the staff about the items they have bought.

- Staff and children take full advantage of the pre-school's location. Staff encourage daily access to the wide and open playing fields and wooded areas, which helps to promote children's good health. Children show their good physical skills as they run across the field and climb in the lower tree branches.
- The ambitious owners are dedicated to their role in developing the practice. They are committed to providing high-quality, inclusive care and education for all children and their families. The manager successfully evaluates the pre-school to identify strengths and weaknesses. Regular staff supervisions enable her to identify the strengths in staff's practice. She uses this information to provide ongoing training and support. However, the manager does not monitor the quality of teaching to improve it further. For example, staff do not always correctly pronounce letters and sounds.
- Staff keep parents informed about their child's day and work closely with others to support children with SEND. Parents speak highly of the staff and comment how well their children are developing within the pre-school. However, the manager has not yet fully developed ways to share more in-depth information about children's progress with parents, to further support children's ongoing learning. Sometimes, parents are not clear on how they can support their own child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their duty to protect the children in their care. They have a good knowledge and understanding of possible indicators and clear procedures to follow in the event of a concern with regard to a child's welfare. Staff receive opportunities to update their knowledge of safeguarding issues, such as protecting children from extreme views. All staff hold a paediatric first-aid certificate to ensure that they are able to care for children in the event of an accident or incident.

What does the setting need to do to improve?

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

- improve the arrangements for reviewing staff practice to further raise the good standard of teaching to a higher level
- strengthen the use of information provided to parents, so they are clear on how they can support their own child's learning at home.

Setting details

Unique reference number	2502785
Local authority	Dorset
Inspection number	10191538
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 at time of inspection	1 to 10
Total number of places	20
Number of children on roll	52
Name of registered person	Mini Munchkins Day Nursery
Registered person unique reference number	2502784
Telephone number	07561 145 888
Date of previous inspection	Not applicable

Information about this early years setting

Mini Munchkins Day Nursery And After School Club registered in December 2018. It operates from one room in the Corfe Mullen Sports Centre in the recreation ground. The setting opens from 8am to 6pm, Monday to Friday, during term time only. The two owners manage the provision and hold appropriate childcare qualifications at level 3. They employ two other members of staff. Of these, one holds an appropriate childcare qualification at level 3 and one at level 2.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss how the manager plans to teach the children.
- Discussions were held with the owners at appropriate times during the inspection.
- The inspector observed and evaluated interactions between staff and children throughout the inspection, indoors and outdoors.
- During a joint observation, the manager and the inspector evaluated the quality of education together.
- Parents shared their feedback and experiences of the setting with the inspector, through discussions.
- Children spoke to the inspector about what they enjoy doing at the pre-school.

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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