

# Inspection of Little Munchkins Childcare Providers

5 Darwin Street, Castle, Northwich, Cheshire CW8 1BT

---

Inspection date: 5 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and eager to learn at this nursery. They form close relationships with staff and seek comfort from them. For example, when babies are unsettled, they hold out their arms for cuddles. Distractions such as windmills make them smile and giggle. Children feel comfortable and safe.

Children of all ages are challenged in their learning. For instance, staff help babies learn to crawl by putting objects just out of their reach. Learning progresses over time. For example, children learn to sit on chairs with support, gradually building their strength and balance. When they are ready, children independently sit on chairs for crafts and meals. Children develop early literacy skills as they read books. They turn the pages independently and make up stories together. This fosters children's imagination and this helps them to develop a love of reading.

Children's behaviour is good. They wait patiently for food at mealtimes. Children use timers to help them learn to take turns on outdoor equipment. They show kindness towards one another. For example, toddlers stroke babies' hair and speak to them softly. Children learn from positive role models. For instance, when lunch is brought to their room, staff say 'Oh wow, thank you'. This helps to develop children's character as they learn to appreciate the things that others do for them.

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

- Staff observe children to continually assess their progress. They use these assessments to decide what children need to learn next. Staff plan activities to help children to move forwards in their learning. For example, children develop their fine-motor skills as they use tweezers to pick up toy insects. Additional funding is used to support children from the most disadvantaged backgrounds. Resources are targeted towards children's individual needs. All children, including those who are in receipt of funding, achieve good outcomes.
- Children with special education needs and/or disabilities are supported to make good progress in their learning. Staff know children well, which enables them to meet children's individual needs. For example, when children become overwhelmed, staff give them cuddles, which help them to settle. Objects of reference are used to support children's understanding of the daily routine. For instance, a dinner plate is shown to children to indicate it is lunchtime. This helps children to better prepare themselves for transitions.
- Mathematical language is embedded well. Staff talk to babies about big and small cars. Toddlers count how many legs spiders have and draw shapes in shaving foam. Staff teach children about clockwise and anticlockwise as they sit in a circle to enjoy snack. This helps children to understand a variety of mathematical concepts.

- Children's independence is promoted. For example, pre-school children develop their hand to eye coordination as they serve themselves lunch and pour their own drinks. They skilfully use tongs to pick up pieces of bread. Children wait patiently for their turn and use good manners. This helps to prepare children for school.
- Children develop a sense of right and wrong. They are encouraged to think about how their actions affect other members of the group. This helps them to become considerate and thoughtful individuals.
- Staff do not always provide clear and consistent messages about their expectations of children's behaviour. This leads to children being unsure of what is expected of them and hinders their ability to follow the rules.
- Leaders use supervision to support staff well-being. Staff undertake appropriate training to build on their knowledge and skills. However, the manager does not give staff individual feedback on how well they implement the curriculum, to help them develop their practice to the highest levels.
- Partnerships with parents are good. Parents are happy with the communication they receive through an online system. They have daily conversations with staff, which helps to promote continuity between the nursery and home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have knowledge of different types of abuse and what signs to be alert to. They know what steps to follow if they have concerns about a child or a member of staff. Allergies and intolerances are catered for well. The on-site cook has excellent knowledge of children's dietary requirements. Children's meals are identified by different coloured bowls that are labelled with their names. This helps to keep children safe and healthy. Children do not access any areas that are not suitable for them. Baby gates on each doorway help to keep children safe. Outside, babies have a separate area which gives them a safe environment to explore.

## **What does the setting need to do to improve?**

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

- provide clear and consistent messages for children to support their understanding of boundaries and what is expected of them
- monitor staff practice more closely to identify strengths and weakness in their practice, so that adequate support can be put into place.

## Setting details

<b>Unique reference number</b>	EY457601
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10236052
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Little Munchkins Childcare Providers Ltd
<b>Registered person unique reference number</b>	RP532253
<b>Telephone number</b>	0160676644
<b>Date of previous inspection</b>	27 February 2017

## Information about this early years setting

Little Munchkins Childcare Providers registered in 2012. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, eight at level 3 and three at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022