

Inspection of Hayleys Little Munchkins

St Columba's Church, Haldane Hall, Dean Road, Scarborough, North Yorkshire
YO12 7JH

Inspection date: 11 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

The provider has failed to notify Ofsted that a child was left alone for a few minutes in the secure nursery garden. Parents and carers have not been advised that children went missing at the setting. Children are not allocated a key person. These are breaches of safeguarding requirements. However, the provider immediately reviewed risk assessments for child supervision and has made adjustments to ensure that children remain safe and secure.

Children are happy and move around the play areas with confidence. They make their own decisions about what to play with, and choose from high-quality resources. Generally, staff engage positively in children's play to support their learning. For instance, they plan engaging storytelling sessions. Children are enthralled as they listen to a story that includes the use of 'emotion' puppets. Children behave well. They learn to share, take turns and be kind to each other.

Children learn about the importance of being healthy and making healthy choices. Staff ensure that children wash their hands at mealtimes and talk to them about germs after they have used the toilet. Children bring nutritious packed lunches and snacks. They benefit from fresh air each day. Children enjoy playing in the nursery garden and going on long walks to local parks and beaches. In addition, staff promote good oral hygiene and provide toothbrushing activities for children.

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

- Children receive lots of warmth and affection from the provider and her team. Staff make time to update parents online or have informal discussions to share information. However, the provider has chosen not to implement a key-person system, as required. This means that new children and parents are not given a dedicated member of staff. On several occasions during the inspection, the provider, manager and staff were unsure of important information for children, such as who has carried out the required progress check when children are aged between two and three years. They were unsure if other adults or settings where children attended had been approached. This impacts on the continuity of children's care and learning, in particular for some new children and those children requiring additional care.
- The manager has designed a curriculum with a clear intent for what they want children to learn. Staff engage with children adequately as they play and are mentored to improve their teaching skills. However, at times, children are not given sufficient challenge from staff to extend their learning. This impacts on the progress which children can make.
- Staff keep parents well informed of their children's progress, such as regular meetings. Staff support children's learning at home. For example, parents and

children can choose books from the lending library and complete fun, activity sheets together.

- The provider ensures that children with special educational needs and/or disabilities are supported suitably. They use additional funding effectively to support children's learning and development. For instance, staff arrange interesting local excursions around the town to stimulate children's social and language development. Additionally, children enjoy music, sensory and football sessions with external teachers to help develop physical skills.
- Children have opportunities to learn about the lives of others. For example, they have resources that reflect positive images of diversity or that acknowledge the backgrounds of children attending.
- Staff place a high priority on helping children to learn to accept and manage their feelings and respect how others around them may feel. Staff reinforce positive behaviour, which increases children's confidence. Children are steadily developing the necessary skills for the next stage of learning.
- Staff support children to develop their early communication skills competently. They talk to children often about their families, and introduce new words. For instance, staff help children to name different ducks on the lake and older children recall different types of geese they saw on a previous walk.
- The well-qualified manager reflects the provider's passion and commitment to provide children and families with the best support and learning. Despite the breaches, they identify clear areas for improvement. For example, staff plan small-group times to help extend children's opportunities for language and physical development.
- The provider has not ensured that staff fully understand their roles and responsibilities in line with information sharing and policies to keep children safe. This includes informing parents where a child goes missing. The development of secure attachments between children and their main carer is not promoted well enough because children do not have a key person.

Safeguarding

The arrangements for safeguarding are effective.

The provider demonstrates a secure understanding of safeguarding and safer recruitment procedures. Staff complete regular safeguarding training to ensure that they can recognise the signs and symptoms that may indicate a child is at risk of harm. They know what to do if they have concerns about a child's well-being and which agencies to refer to in case of an allegation against a member of staff. Staff help children to manage risks well. For instance, they talk to the children about road safety when walking to the local park.

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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ensure in the event of a child going missing at, or away from the setting, that staff follow the policy to keep parents informed | 28/04/2023 |
| implement a key-person system so that every child's care is tailored to meet their individual needs, and to ensure consistency for children, parents and other carers | 28/04/2023 |

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

- continue to strengthen staff's skills to consistently engage and challenge children in their learning so that they make the best possible progress.

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------|
| Unique reference number | 2673440 |
| Local authority | North Yorkshire |
| Inspection number | 10283821 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 45 |
| Number of children on roll | 28 |
| Name of registered person | Norris, Hayley |
| Registered person unique reference number | 2673442 |
| Telephone number | 07927921031 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Hayleys Little Munchkins registered in 2022 and is located in Scarborough. The nursery opens from Monday to Friday, all year round, except for bank holidays and two weeks over the Christmas period. Sessions are from 8.15am to 4.45pm, Monday to Thursday, and from 8.15am to midday on Friday. It employs five members of staff who work with the children. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The manager holds qualified teacher status and the owner holds an appropriate early years qualification at level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- This was the first routine inspection the provider 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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the provider.
- The inspector observed interactions between staff and children and assessed the impact this has on children's learning.
- The inspector, staff and children went on a walk to a local park, where the inspector assessed children's safety, care and learning while on outings.
- The inspector sampled a range of documentation, including training certificates and evidence of staff's suitability checks.

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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