

Inspection of Little Munchkins

Springfield Hotel, 67 The Avenue, FAREHAM, Hampshire PO14 1PE

Inspection date:

1 March 2024

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at nursery and separate from their parents with ease. Staff ask about how the children have been, to help prepare for the day ahead.

The manager, who is the owner, and staff are kind and nurturing. Babies form close attachments with their key persons. However, the manager does not have effective oversight of the nursery.

Weaknesses in how staff identify what children need to learn next and how they plan activities to help them achieve this, prevent children making the best progress. This results in older children having lower levels of engagement in purposeful play. On occasion, they disrupt other children, for example by drawing on their pictures or removing their toys.

At mealtimes older children find their name cards and collect their food from the staff. Although the children do not serve themselves, they communicate what they would like to eat. Staff encourage them to try food for the first time, and the children attempt the new tastes. Children are confident and say 'Can I have some more pizza please'.

Staff provide children with opportunities to be physically active. Children happily join in with music and movement activities. They learn skills such as different ways of moving, including walking forwards and backwards. Children proudly say "We were walking backwards."

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

- The owner, who is also the manager, has made some progress since the last inspection. Staff have undertaken safeguarding training and are now trained in first-aid. Changes to the team, whilst still in its infancy, has a positive impact. However, the manager does not have sufficient oversight of the nursery. They rely heavily on staff to lead practice without having systems in place to monitor this.
- Children access a variety of toys and resources. However, learning is incidental as staff do not plan carefully enough to help children build on what they already know and can do. The next steps staff identify for children to work towards are not always relevant to their stage of development. As a result, children including those with special educational needs and/or disabilities (SEND) and children with English as an additional language (EAL), are not making the progress they are capable of.
- The pre-school room lacks leadership and direction. Children who are new to the nursery and those with EAL are often seen to be wandering around. They do not

always join in with story times and activities. Sometimes staff do not give children time to think and problem solve when they ask questions. Some activities are too fast paced, which prevents children gaining the most from the experiences.

- Parents report they are happy with the care their children receive. However, they do not always know who their child's key person is, or their next steps for their learning. This does not help parents support their children's learning and development at home.
- Staff have good procedures in place to keep children safe. Allergy details are displayed in all rooms. The cook cuts the fruit appropriately and staff demonstrate they know the procedures to follow if children begin to choke at mealtimes. Staff follow the safe sleep procedures when putting children down in their cots. This helps to protect children at key times in the day.
- Staff encourage good personal hygiene routines. They remind children to wash their hands before meals and after using the toilet. This helps children to develop an understanding of healthy lifestyles.
- Children show positive attitudes to learning. They pretend to be waiters in the café role play area. They eagerly write down orders and enjoy serving the 'food'. This helps them to develop their understanding of the wider world and develop their literacy skills.
- Babies and toddlers enjoy exploring their stimulating environment. They confidently turn over a tunnel and make it into a rocker, sitting on it to make it move. Staff respond well to their individual needs, which helps to ensure their security and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide effective oversight of the quality of education, to ensure staff identify accurate next steps for all children's learning and plan appropriately to help them make good progress	15/03/2024

establish effective partnerships with parents to ensure they know who their child's key person is and to improve the two-way flow of information regarding children's learning and development.	15/03/2024
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To further improve the quality of the early years provision, the provider should:

- strengthen staff's skills in allowing children enough time to think things through for themselves and respond to questions.

Setting details

Unique reference number	EY392543
Local authority	Hampshire
Inspection number	10313165
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	0 to 4
Total number of places	60
Number of children on roll	34
Name of registered person	Little Munchkins Partnership
Registered person unique reference number	RP526710
Telephone number	01329230681
Date of previous inspection	11 September 2023

Information about this early years setting

Little Munchkins registered in 2009. It is situated in a detached house in a residential area of Fareham, Hampshire. It is open each weekday from 7.30am to 6pm all year round. The nursery provides early education funding for children aged two, three and four years. There are currently 11 members of staff working with the children, 7 of whom are qualified to level 2 and above.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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