

Inspection of Hayleys Little Munchkins

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

Inspection date: 18 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is outstanding

Staff know children very well. They greet them warmly. Children arrive happily and settle quickly to their day. Skilled staff know when to help children and when to allow them to do things themselves. This means that children are highly independent. They find their peg and hang up their coat. Older children are set challenges as they develop their fine motor skills, holding the pencil to write their name. Staff know children's starting points. They expertly plan learning experiences, which build on what children know and can do. As a result, children make excellent progress in their learning.

Staff have high expectations for children's behaviour. They carefully explain to children how to keep themselves safe. Children respond well to instructions and show they have an excellent understanding of the routines at the setting. Staff teach children the names of emotions. They tell them how 'proud' they are of their creations. This helps children to manage their emotions. Children build strong bonds with staff and their peers. They learn about teamwork as they help each other to use the paint dispensers to mix the colours in the water tray. Children are active learners. They show pride in their achievements which are celebrated by staff.

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

- Children make exceptional progress in their learning. The management team and staff carefully choose a range of activities and experiences to meet children's individual learning needs. This includes providing opportunities for all children to develop their physical skills through additional sessions. For example, dance, music and sports. The manager works closely with the session leaders to ensure children make rapid progress.
- Children take part in group activities and learn to take it in turns. Staff explain learning activities to children. They challenge them to think about what might happen next. Children develop their mathematical skills as they count the number of dots on the egg. Staff challenge children further as they recognise numbers and add two numbers together. Staff sequence learning for every child. As a result, children develop high levels of concentration and are critical thinkers.
- Children share a love of reading. They access books in the environment and look at them independently. Younger children enjoy sharing books with dolls. Older children learn new vocabulary as they listen to stories. For example, children share their excitement about the 'pesky eggs' they have found in the Easter egg hunt story.
- Parents and carers are actively involved in the setting. The management team invite parents to stay-and-play sessions. They arrange regular parents' meetings to share children's learning. Parents and carers comment on the excellent

progress their children make and how the setting further supports them at home.

- Staff know the children and their families very well. They provide sensitive support for families. This includes introducing a lending library of books for children and adults. They recognise the difficulties families can face and do all they can to support them. Parents and carers speak highly of the individual support they get from the setting.
- Support for children with special educational needs and/or disabilities (SEND) is excellent. The special educational needs coordinator works with staff to ensure any gaps in children's learning are quickly identified. The team work closely with other agencies, for example speech and language therapy to provide support for children and their families. As a result, children with SEND make the best possible progress in their learning.
- Since the last inspection, the management team have made significant improvements in the setting. For example, all staff have undertaken training on the key-person role. The key-person system is embedded in the practice. Staff have excellent relationships with their key children and understand their individual needs.
- The management team provide exceptional support for staff. They prioritise their well-being. For example, staff have regular supervision sessions to discuss their personal and professional development. The owner celebrates their achievements and provides team building activities. As a result, staff speak highly of the support and are happy in their work.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2673440
Local authority	North Yorkshire
Inspection number	10294011
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	45
Name of registered person	Norris, Hayley
Registered person unique reference number	2673442
Telephone number	07927921031
Date of previous inspection	11 April 2023

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. All 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
Katherine Lakes

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the registered individual and the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 of a small-group activity with the manager.
- Parents and carers 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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