

Inspection of Little Munchkins

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

Inspection date: 24 June 2025

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 are happy and settled at this nursery. Friendly staff are on hand to personally greet children as they arrive and support them to put away their belongings ready to start their day. Children of various ages have positive bonds with their key person as well as other staff and show they feel relaxed within the environment.

Children have access to the continuous provision, which offers familiar play experiences that, overall, children enjoy. They self-select toys and enjoy imaginative play with friends. Leaders recognise their educational programmes are not yet fully established, and that they are still in the initial stages of reviewing and implementing a new curriculum. The learning aims for children are broad, and not precisely planned to support children to build on what they already know and can do. There is a focus on children to be independent and feeling happy and safe in the nursery. Beyond this, learning is incidental as staff are not clear on what they want children to learn, or why they are doing activities with children. This hinders children's engagement in activities as they are not sufficiently stimulated to immerse themselves in purposeful play and learning.

Despite this, staff are positive role models and encourage children to behave well. Staff support children to resolve any minor conflicts quickly and calmly. This supports children's understanding of behavioural expectations as they begin to learn about their and others' growing emotions.

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

- Leaders have taken some positive steps since the last inspection. For instance, they have ensured all staff, including those with lead responsibility for safeguarding, have a strong and robust knowledge of child protection. All staff are clear on internal and external reporting processes. They are extremely clear on their roles and responsibilities to keep children safe in line with local partnership guidelines.
- The new curriculum is still in its infancy at this nursery. Leaders and staff are beginning to take steps to review and implement an ambitious and well-balanced curriculum. Children, including those with special educational needs and/or disabilities (SEND), still do not have access to learning that is well planned or sequenced. This does not meet their individual needs or build on skills they have already learned. This does not provide children with the opportunity to develop secure foundations for future learning.
- Staff provide a range of opportunities for children to develop their physical skills. For instance, children manoeuvre their whole bodies, such as when running, jumping and squatting. This supports their core muscle development. In

addition, children have opportunities to develop their fine manipulative skills alongside their hand-eye coordination. For instance, they enjoy filling and emptying containers and carefully pushing small pegs into peg boards. Older children enjoy mark making and start to explore early letter formation. These experiences prepare children for early writing skills.

- Children are well supported with opportunities to develop their early independence. For instance, children self-select their own toys and pour their own drinks at snack times. Staff provide encouragement and praise as children keep trying when something challenges them. For instance, staff model a 'pinch and pull' technique as children persist at opening packets during lunchtime. This supports children to become resilient.
- Staff recognise the importance of supporting children's communication and language skills. However, leaders have not ensured staff are supported to gain the skills they need to consistently provide high-quality interactions that ensure they fully promote and build on children's communication skills. For instance, staff responses to children are often basic and at times the interactions children receive are limited. This restricts children's ability to develop conversational skills and does not always provide opportunities to challenge and extend children's language development, ideas or thinking processes. Ultimately, this impacts on the progress children can make in order to become confident communicators.
- Leaders have effective arrangements in place to identify and seek appropriate intervention for children with SEND. They understand the importance of partnership working with parents and other professionals to support continuity of care.
- Staff support children to embed positive hygiene routines within the nursery day. For instance, staff support children to wash their hands before mealtimes and after using the toilet. They remind children why this is important. This supports children to understand how to keep themselves healthy.

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 and Childcare Register the provider must:

	Due date
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improve staff's understanding of how to plan and deliver an ambitious curriculum that precisely builds on all children's existing knowledge, skills and capabilities, to fully engage them in their individual learning	25/07/2025
take action to ensure staff provide high-quality interactions that consistently and securely promote children's communication and language development.	25/07/2025

Setting details

Unique reference number	EY392543
Local authority	Hampshire
Inspection number	10397399
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	1 to 4
Total number of places	60
Number of children on roll	23
Name of registered person	Little Munchkins Partnership
Registered person unique reference number	RP526710
Telephone number	01329230681
Date of previous inspection	4 February 2025

Information about this early years setting

Little Munchkins registered in 2009. It is located in Fareham, Hampshire. It is open Monday to Friday, from 8am to 4pm, term time only. The nursery provides early education funding for children aged nine months to four years. There are currently six members of staff working with the children, all of whom hold a relevant early years qualification.

Information about this inspection

Inspector

Natalie Moir

Inspection activities

- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children communicated with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The deputy manager and inspector carried out a joint observation during a planned activity.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the nursery with the inspector.

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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