

Inspection of Munchkins Kindergarten Ltd

St Peters Lodge, Priory Road, Spalding PE11 2XA

Inspection date: 17 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are busy, engaged and happy in this welcoming, inclusive kindergarten. Staff instinctively know each individual child's needs. They recognise when babies are tired and when toddlers may need to go outdoors to explore in the fresh air. Children enjoy the changes staff make to activities that bring a sense of wonder and exploration. For example, when digging in the vegetable patch, the discovery of a worm delights children and renews their focus. They take turns to hold it. Children share their ideas with staff about the animal habitat they are creating. They answer questions from staff about what their animals might eat, they say, 'giraffes eat leaves'. Staff challenge children further as the habitat and animals grow by asking, 'what might a penguin eat'.

Toddlers enjoy exploring the sensory experiences staff have created for them, following on from seeing butterflies outside. Children use their senses to touch and taste cereals, while they discover hidden pretend butterflies. Babies confidently articulate what they know and have remembered. For example, when painting they clearly recall making handprints and re-create this. Children behave well. This is because staff have clear expectations of appropriate behaviour, for example when children move from the pre-school room to the outdoor play space. Children listen to adults who guide them to hold the 'walking loops' as they move alongside the road.

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

- The kindergarten is an extremely inclusive setting, and staff ensure they include all children in the activities and experiences. The owner has a clear vision, which she communicates to her staff team. The team work together to deliver good quality experiences across all areas of learning. However, there is scope to make even better use of one-to-one meetings to raise the quality of teaching to a consistently high level.
- Staff place a high priority on encouraging children of all ages to develop their physical skills, both indoors and outdoors. Outdoors, there is ample room to run around and climb, along with places to dig and explore. Indoors, staff support babies to explore their environment. Staff encourage them to stand against fixed furniture and cruise around the room.
- Staff have a sequenced curriculum which focuses on what children need to learn next. There is a strong emphasis on developing children's speech and language skills. Since the COVID-19 pandemic and with a high number of children who speak English as an additional language, staff have placed a focus on this area of learning. Staff in the baby room repeat and emphasise single words. Staff working with toddlers use a running commentary when playing alongside children. Staff in the pre-school room ask valuable questions that allow children

time to think and respond.

- Staff encourage children to think about each other's feelings. One example of this is when babies want to interact with their peers, but their peers do not like this. Staff gently explain, that while their attention is kind, they must appreciate their friends are sometimes not happy with it. This early support encourages even the youngest children to consider their actions.
- Children develop a love of book and stories. They sit down to listen to stories with a group. Staff animatedly read books, the story becomes interactive as children recreate animal noises. Furthermore, children access books to look at independently during free play.
- Overall, staff encourage children to gain independence skills as they make choices about their play. However, staff can be overly helpful. For example, they do not support toddlers and pre-school children to attempt to put on their own outdoor clothing. This means that children are not being as independent as they could be.
- Staff are particularly responsive to children's individual emotional needs. Baby room staff are on hand for cuddles when needed. Toddlers confidently engage visitors in their play. Pre-school children who have special educational needs and/or disabilities (SEND) happily go for cuddles with staff, who are attentive to their needs and know instinctively what the children need.
- Staff recognise that children who have lived through the COVID-19 pandemic have had reduced experiences to interact with other children. Therefore, there are good opportunities within the kindergarten sessions to encourage peer-on-peer relationships.
- The support in place for children with SEND and those receiving additional funding is good. Parents and carers report that staff go above and beyond to support them and their children. The owner and management team work closely with other professionals and swiftly put plans in place to ensure that children and their families have the help that they need.

Safeguarding

The arrangements for safeguarding are effective.

The owner and staff have a sound knowledge of the possible indicators of abuse. They know how to make a referral to the relevant agencies in the event of a concern about a child's welfare. Children who are potentially vulnerable and/or disadvantaged are fully supported through the partnerships staff have with their families, carers and professionals from other agencies, such as social workers. Staff carry out daily risk assessments and they supervise children well as they play. Children learn how to keep themselves safe, such as in the pre-school room, when they manage to use steps safely and hold onto the handrail as they access the steps.

What does the setting need to do to improve?

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

- target staff one-to-one meetings to raise the quality of education to the highest level
- embed independence skills in daily activities, so children develop the skills they need for the future.

Setting details

Unique reference number	EY358868
Local authority	Lincolnshire
Inspection number	10219728
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	94
Name of registered person	Munchkins Kindergarten Limited
Registered person unique reference number	RP527152
Telephone number	01775 718708
Date of previous inspection	25 August 2016

Information about this early years setting

Munchkins Kindergarten Ltd registered in 2007. They are in Spalding, Lincolnshire. The kindergarten employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above. The kindergarten opens from Monday to Friday, all year round. Sessions are from 7am to 5.45pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 provider.
- The owner, deputy manager and the inspector completed a learning walk together of all areas of the kindergarten and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- 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 deputy manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to several parents and took account of written testimonials offered.

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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