

Inspection of Munchkins Nursery and Pre School

Warwick Crescent, Laindon, Basildon, Essex SS15 6JQ

Inspection date:

21 November 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

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children receive an incredibly warm welcome from staff who they have built strong relationships with. They run to greet friends and excitedly choose which activities to explore. Children have a powerful desire to learn from the moment they enter the setting. Their learning experiences are facilitated by staff, who have expert knowledge of their key children. They plan a curriculum based on children's interests and by allowing children to follow their natural desire to learn.

Children learn to manage risks by cooking pancakes on the open firepit, supported by staff. They talk about heat, saying, 'It is hot,' and 'We must keep safe,' when pouring batter into a pan. They light up with excitement, successfully turning their pancakes in the pan, cheered on by their friends. Children's language and communication skills are excellent due to incredible teaching. Pre-verbal babies use Makaton sign language to say 'hello' when greeting people and 'more' when requesting extra food.

Children show wonderful warmth and empathy for others, sharing resources and showing concern for their peers. They are guided by staff, who are excellent role models. Children learn to self-regulate in quiet areas where they read books and openly discuss their emotions with staff. They show pride in their achievements and have a real sense of self in the setting.

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

- Inspirational leaders implement a curriculum that is securely embedded in the setting. This enables staff to plan a highly effective learning environment for the children. Children use language to share what they know and understand about their lives. For example, children say, 'Lets go in mummy's car,' and expand this by saying, 'Her car is for all the family.' They discuss flying on an aeroplane and say, 'We need a passport,' as they recall past holiday experiences.
- Teaching is outstanding. Children master their physical skills as they climb with confidence on the climbing frames. Babies use hand-eye coordination to explore sand in the garden. They are fascinated when exploring the texture of ice in the sensory tray. Children use trial and error to overcome problems, saying, 'It won't fit,' when negotiating space. They make masks and narrate what they are doing.
- Children are well supervised at mealtimes. They skilfully cut up fruit and pour their drinks. They talk about how melon is good for you and squeal when it slips from their fingers. Children wash their hands before meals, and older children can independently put on their coats, hats and boots.
- Staff have expert experience in supporting children with special educational needs and/or disabilities. They work in partnership with external professionals to ensure that children have access to tailored support plans. As a result, children

make excellent progress in their learning. Children who speak English as an additional language make consistent progress in their communication skills.

- Children gain an abundance of knowledge about the wider world on outings. They develop a deep understanding of the lives of others, celebrating various festivals throughout the year. For example, they decorate stones to place around the local community for Black History Month.
- Staff build professional working relationships with local providers, including schools, to ensure that transitions for children are seamless. Teachers meet children and discuss their development with staff before transition.
- Parents speak incredibly highly about the quality of care and education the setting offers their children. They are constantly updated about their children's daily experiences and achievements. Parents particularly appreciate being partners in their children's learning. They use learning bags that provide them with tips and strategies on various topics, such as potty training or new babies. Parents' evenings and open days enable parents to know how their children are learning and developing.
- The setting advocates staff training and well-being at the core of their values. Staff access a range of training that enables them to teach at a very high level. For example, all staff use Makaton to support children's language and communication. As a result, children make excellent progress in this area, especially the youngest babies, who use signing to communicate with others.

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	2695259
Local authority	Essex
Inspection number	10367260
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	55
Number of children on roll	97
Name of registered person	Munchkins Day Care (Dunton Park) Limited
Registered person unique reference number	2695258
Telephone number	07920264094
Date of previous inspection	Not applicable

Information about this early years setting

Munchkins Nursery and Pre School registered in 2022 and is located in Laindon, Essex. The nursery employs 28 members of staff. Of these, 20 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30 am to 6.30pm. The nursery provides government funded early education for all eligible children.

Information about this inspection

Inspector

Linda Cranny

Inspection activities

- Leaders and managers discussed the intent of their curriculum during a learning walk with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spent time observing the quality of education and teaching, indoors and outdoors, and assessed the impact on children's development and learning.
- A leadership and management discussion took place between managers and the inspector.
- The inspector talked to several parents during the inspection.
- Leaders shared documentation, including evidence of staff suitability and training certificates, with the inspector.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.

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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