

Inspection of Little Munchkins

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

Inspection date:

4 February 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is potentially compromised due to breaches in safeguarding and welfare requirements. The provider does not ensure there is sufficient oversight of the provision to raise the quality of care and education. This has led to weaknesses in safeguarding and the support offered for children with special educational needs and/or disabilities (SEND). Staff do not always recognise when children may be at risk of abuse or neglect and do not take prompt action to protect them. In addition, staff have limited ambition for children's learning, in particular for those with SEND. This means children do not make the progress they are capable of.

Children do not benefit from a well-planned curriculum and carefully considered support. Although staff provide a range of activities, these do not always capture children's focus or attention. For instance, children often lose interest, become bored and leave the activities on offer. There are some activities that children enjoy, such as playing in the sandpit and building with construction bricks. However, during these times, they receive limited interactions from staff. Children with SEND do not make the best possible progress because staff do not consistently provide the targeted support they need. Overall, any learning that takes place is generally incidental.

There are strengths in relation to promoting children's emotional well-being. Staff are kind and caring towards children. They work hard to build positive relationships with children. For instance, babies receive plenty of cuddles and reassurance to help them settle. Older children seek out staff for support, when needed. Overall, staff are positive role models and help children to learn what is expected of them. For example, they talk to children about the 'golden rules' to help to promote positive behaviour. This helps children to develop secure attachments, behave well and feel comfortable in the nursery.

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

- Weaknesses in safeguarding arrangements do not ensure that children are safe. For example, policies and procedures are not in line with the local safeguarding partnership. This means that staff are not provided with the information of routes of referral to support early identification of risks to children. Those who have lead responsibility for safeguarding do not take appropriate action to refer concerns for children's welfare in a timely manner. Furthermore, staff do not identify significant signs of abuse, such as bruising to a non-mobile baby. This potentially compromises children's safety and welfare.
- The provider does not provide the regular, ongoing support and coaching that staff need to develop their knowledge and implement the curriculum effectively. Although staff complete some training online, the provider does not monitor

staff practice to identify weaknesses in the provision. Consequently, the quality of teaching and care is generally poor. Children's next steps in learning do not focus on closing gaps in children's learning, especially for younger children and those with SEND.

- Although staff plan individual educational plans, these are not regularly monitored or updated, as required. This means that gaps in the development of children with SEND are at risk of widening. In addition, targeted plans are not always shared with key staff and support strategies are unknown. This results in children not getting the support they require, and they often spend periods of time with no interaction from staff.
- The weaknesses in teaching impact the support for children to develop their communication skills, which is variable. For example, staff comment on children's play and ask open-ended questions. However, at times, they do not give children enough time to respond before asking the next question. In addition, staff do not consistently use communication aids for children to communicate their needs in appropriate ways, especially for children with SEND. This leads to children becoming frustrated, which impacts their behaviour, attitudes and enjoyment during activities.
- Staff support children from a young age to manage their self-care skills. For example, children are encouraged to wash their hands before mealtimes to wash away the germs. Staff consistently remind children to wipe their nose and put their tissues in the bin. Children, including babies, learn to put on and take off their own coats and shoes, which supports their independence skills.
- Children have opportunities to practise their physical skills. For instance, babies develop their mobility as they crawl up slopes and climb up and down steps. Older children negotiate space as they run in the garden and use their balance to walk across wooden planks. These experiences help children to develop their muscles, balance and coordination.
- Staff communicate effectively with parents. For example, they use daily discussions and an online app to keep parents informed of their child's day and progress. Parents speak highly about the kind and nurturing staff. They comment that their children enjoy attending the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
implement robust, safeguarding policies and procedures that are in line with the local safeguarding partnerships, and clearly set out what leaders, managers and staff must do to keep children safe	18/02/2025
ensure that all staff, including the designated safeguarding leads (DSLs), receive appropriate safeguarding training to be able to undertake their roles and responsibilities to keep children safe	18/02/2025
ensure that there is effective oversight of the setting to provide all staff with supervision, support and coaching to significantly improve the quality of teaching and the implementation of the curriculum	18/02/2025
ensure that the needs of children with special educational needs and/or disabilities (SEND) are met using agreed strategies that are understood and consistently implemented by all staff.	18/02/2025

Setting details

Unique reference number	EY392543
Local authority	Hampshire
Inspection number	10338174
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	1 March 2024

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 Monday to Friday, from 8am to 6pm, term time only. The nursery provides early education funding for children aged two, three and four years. There are currently six members of staff working with the children, all of whom are qualified to level 2 and above.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector spoke with the nominated individual, who is also the manager, about the leadership and management of the setting.
- The inspector talked to staff at appropriate times during the inspection.

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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