

Minihome Limited

Inspection report for early years provision

Unique reference number	EY248301
Inspection date	26/01/2010
Inspector	Siobhan O'Callaghan

Setting address	14 Allen Road, Hackney, London, N16 8SD
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Minihome Day Nursery opened in 2003 and operates from a converted studio building. The nursery has access to three base rooms, a dance studio and a secure outside play area. The nursery is situated in the London borough of Hackney and serves the local community. It is open all year round from 8.00am to 6.00pm. The majority of children attend on a full-time basis.

The nursery is registered on the Early Years Register to care for a maximum of 70 children at any one time. The nursery provides funded early education for three- and four-year-olds. There are currently 90 children aged from three months to under five years on roll. The nursery currently supports a number of children with English as an additional language. There are 26 members of permanent staff working with the children alongside five part-time students. The manager holds a degree and has completed the Early Years Professional Status. The majority of staff hold relevant early years qualifications and there are two staff working towards early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Minihome Day Nursery provides a warm and welcoming environment for children. They are making good progress in their learning and development as staff plan a variety of interesting activities and experiences that offer them appropriate challenges and stimulation. Children's welfare is promoted through a competent range of policies and procedures which support them to stay safe and generally healthy. The provision demonstrates an enthusiastic approach to promoting improvements; this is evidenced within their positive self-evaluation systems and their commitment to working in partnership with parents and all agencies involved with children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the already positive self-evaluation systems by encompassing the views of children to bring about improvement
- support the development of all children's independence skills within their daily routines
- ensure consistent personal hygiene practices are promoted.

The effectiveness of leadership and management of the early years provision

The nursery has established a comprehensive range of records, policies and procedures to support the safe and efficient management of the Early Years

Foundation Stage. There are robust measures in place to ensure effective recruitment, vetting and induction processes are in place for all staff working within the setting. Consequently, children are cared for by a well qualified and experienced staff team. Staff demonstrate a good knowledge and understanding of safeguarding children issues, they ensure that children's welfare is consistently monitored. The majority of staff have attended safeguarding training and are confident to initiate outside support where necessary. The nursery environment is secure and safe, all staff are involved in conducting daily risk assessments of the premises to minimise risks to children. All individual records relating to children's health and safety are well-maintained.

The Manager and her deputy demonstrate an ambitious vision for the future. They are committed to initiate improvements within the nursery, which is evidenced within their successful abilities to competently address all of the recommendations raised at the previous inspection. They actively involve parents in their self-evaluation processes so that their views can be heard and valued within the provision. Children are fully respected within this setting and their uniqueness is recognised and valued. However, the nursery is yet to engage children's views so that they too can be involved in processes to bring about improvements. The management place due emphasis on developing the knowledge and skills of their staff team; thus as well as having independent opportunities to attend outside training sessions, they are also involved in regular training events which are scheduled into their three planned inset days over the year.

The nursery environment is well-organised ensuring that all children can make independent choices about their play; consequently, they are fully supported to become active learners. Children access a good range of quality resources, due attention is given to promoting diversity and inclusion, thus resources positively reflect the diverse society in which we live. The nursery demonstrates a strong ethos to working in partnership with parents. They ensure that they are involved in all new developments within the provision and gather their views through regular parent questionnaires and more recently via email communications. Discussions with parents confirm that communication is effective and they appreciate getting continuous updates. Parents have regular opportunities to meet with their children's key person; they are actively involved in contributing to their children's individual progress and development assessments. The management have worked hard to establish links with local schools; these positive relationships contribute to the overall integration of care and education for children.

The quality and standards of the early years provision and outcomes for children

The staff team demonstrate a confident knowledge and understanding of how young children learn and develop. Children benefit from individualised planning which results in them being suitably challenged and stimulated. Children confidently engage within activities and experiences that interest them and thus motivate them to learn. Although there are no children in attendance requiring additional learning support, there are effective systems in place to ensure every child's needs are met. Regular observations of children's progress and

achievements are utilised to inform their future learning opportunities and to highlight areas that require more focus. Staff fully utilise both the indoor and outdoor environments, ensuring that where possible free-flow access to these areas is available during most of the day. Children are on the whole very happy and content within their environment; it is evident that they have established secure and trusting relationships with their peers and the staff who care for them. Staff skilfully interact with children as they take the lead from them. They promote positive role models to children as they successfully teach them how to behave responsibly and respectfully towards each other.

Children are developing good independence and self-care skills. They confidently access their environment and make choices about where and what they want to play with. Children demonstrate responsible behaviour as they help to tidy away resources as staff explain that they need to get ready for lunch. Many children enjoy the responsibility of serving their own lunches although this is not consistently followed through with all of the older children. The bright and colourful photographic displays of children and their parents within the nursery help to promote a strong sense of belonging. Older children also enjoy looking at their individual assessment folders where they also have opportunities to observe photos of themselves at play. Children are developing important communication, language and literacy skills; the sharing of books and stories are promoted throughout the setting. Babies, toddlers and pre-school children all have quiet times where they can share books with adults. Children's early problem solving skills are developed through many play activities, for example, they confidently complete puzzles, build models with construction and enjoy signing number songs. Older children participate in regular cooking activities where they can explore the concepts of weight, volume and capacity.

Children have many opportunities to observe their natural world first hand. They have enjoyed planting and sowing seeds in the spring time, which resulted in fresh vegetables being available to pick and then of course to be eaten. More recently they have enjoyed exploring natural materials such as snow, ice and rain; staff support them to investigate and to question their different properties. Children have many opportunities to access a variety of technology resources. They competently use paint programmes on the computer and excitedly investigate how torches and kaleidoscopes work. Children's creative development is promoted through many exciting activities and experiences. Babies are able to explore through their senses as they play with treasure baskets which are available at their level.

Children's welfare is promoted through many positive practices within their daily routines. For example, they are aware of the importance of washing their hands before eating food and why it is a good idea to brush their teeth after they have eaten. However, staff do not consistently remind and encourage children to cover their mouths when they are coughing at lunch time, thus children are not fully supported to understand the impact this has on other people's health. Children enjoy wholesome and nutritious meals; they have a vegetarian diet which includes fish. All food, including milk, is organically sourced. Children have good opportunities to rest and play according to their needs. Their physical development is encouraged through a broad range of experiences, including dance and yoga

classes. Children are developing a good knowledge and understanding of how to keep safe, for example, they participate in regular evacuation drills of the building and learn why this is important. Through topics and visits from outside professionals such as the police, children learn about the importance of personal safety. Overall, children are developing many important learning and development skills which help to set secure foundations for their future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met