

Mini Treasures

Inspection report for early years provision

Unique reference number

EY396425

Inspection date

13/01/2010

Inspector

Elizabeth Anne Coffey

Setting address

238 Camberwell Road, Castlemead T/A Hall, London, SE5
0ET

Telephone number

02072524452

Email

enniemail@yahoo.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Mini Treasures was registered under the present owner in 2009. It was previously owned by another provider who ran this setting for a number of years. The nursery is located in Camberwell, in the London Borough of Southwark. It is privately owned and is housed in a community tenants hall, which is accessed via a flight of stairs. The premises consist of the main playroom, small lobby area, small kitchen and toilet facilities for both children and staff. Children have use of a small secure rear outdoor area. The nursery serves the local area and is open Monday to Friday from 8.00am - 6.00pm, 51 weeks a year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare register to provide care for a maximum of 14 children, aged two to five years, at any one time. There are currently 13 children on roll. The nursery supports a number of children who speak English as an additional language and children who have disabilities and/or learning difficulties.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well cared for in the welcoming, inclusive environment. The setting strives to promote all aspects of children's welfare and development, although not all requirements are met. Systems for observation and assessment are in place, although these are not systematically used to plan for individual children's next steps or shared with parents. The provider has begun to evaluate her provision, with support from the local authority early years advisors, and demonstrates a capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all required records, including the date of birth of all children, are in place (Documentation) (this also applies to the compulsory Childcare Register) 28/01/2010
- ensure that a full risk assessment is carried out for each type of outing that includes the details set out in the welfare requirements (Safeguarding and promoting children's welfare) 28/01/2010

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

- develop systems for reviewing, monitoring and evaluating practice to help support ongoing improvement
- ensure that observations and assessments are used to plan for individual children's learning, in line with the early learning goals, and involve parents

- improve the information recorded in statutory documentation to ensure it is accurate and up-to-date

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment. Effective deployment of staff ensures that children are well supervised and records are kept of all visitors, which promotes the safety of the children. Daily checks of the premises help to ensure that children can move around the setting safely. However, staff have not completed risk assessments for outings to ensure that hazards to children when out of the setting are identified and minimised. This is a breach of a specific legal requirement. There are appropriate recruitment and vetting procedures in place to ensure staff are appropriately qualified and suitable to work with children, this safeguards children's welfare. Staff are familiar with procedures to follow if they have concerns about a child and key staff have attended safeguarding training. Three staff are first aid trained to ensure that children receive appropriate care in the event of an accident.

The diversity of cultures and ethnicity of children, parents and the local community are respected and valued. Children who have special educational needs and disabilities are welcomed into the nursery and close working partnerships with outside professionals such as speech therapists, helps to support their ongoing progress. Resources are of good quality overall and used appropriately to support children's learning and development throughout the setting.

Parents are kept updated about the provision through a daily verbal exchange of information, newsletters and the notice boards. Although most required policies and procedures and records are in place some of these are not well organised and a number have not been updated to show the recent change in ownership and the new name of the setting. Furthermore some records relating to children's details are incomplete. For example not all children's dates of birth are recorded. This is a breach of a specific legal requirement. The provider is keen to develop systems of self evaluation and sees this as an area for future development.

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

The staff team work well together to provide a welcoming environment for the children. Children have access to a suitable range of resources and activities, which provide sufficient choice to encourage independent learning. For example, after lunch children select toys and resources from the accessible storage units and set about devising imaginative games and activities amongst themselves. They line up toy animals and mini beasts and become engrossed in creating a jungle scene. Children are happy and confident. They have secure relationships with the staff which help them feel safe. Staff know all the children well and they are sensitive to the children's needs. For example, providing reassurance and praise when needed and supporting children who have language and speech delay.

Children have ample opportunities for mark marking as resources are available in various activities. This encourages the children to express themselves and foster their autonomy in the setting. Children are able to solve simple problems and count confidently during every day routines. Children's curiosity is fostered as they experiment with equipment such as magnets and magnifying glasses. Their independence is promoted as they take turns to set the table for mealtimes and help to tidy up toys and resources at the end of an activity. Children enjoy painting and creative activities and samples of their art work adorn the walls, creating a welcoming child orientated setting where they feel valued and included. Children enjoy story time and singing sessions and staff use props well to develop and sustain their interest. Children learn to value and appreciate diversity, for example through celebrating events such as 'Black History Month'. Parents and families are encouraged to be involved through first hand experiences, for example by attending a social event at the setting organised by the staff team.

Children adopt good hygiene routines when they wash their hands before they eat, and after using the toilet, which helps protect them from the risk of cross-infection. Children enjoy meals and snacks that are prepared off the premises by an outside catering firm, and take into account their nutritional needs. Children develop independence and self-care skills as they serve their own rice and vegetables with big spoons and pour their own drinks. Children enjoy regular outdoor play and frequent outings to local community facilities such as the library. Children behave well and are encouraged to share, take turns and treat each other with care and respect.

Staff are well deployed and they provide effective and caring support. All staff take responsibility for recording observations of children playing and taking part in activities. However these observations are minimal and are not used to plan for their next steps in line with the Early Years Foundation Stage (EYFS). Furthermore, opportunities for parents to contribute to assessments of children are weak. The manager has begun to evaluate the service provided with support from the local authority. An action plan has been drawn up for improvement to bring about positive change. For example, the outdoor area to the front of the building has been identified as a potential play space and steps have been taken to secure funding and to develop this area for children's use.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 28/01/2010