

Minnie Mouse Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Minnie Mouse Day Nursery is privately owned. It originally opened in 2010 and re-registered in 2011. It operates from a community building in the Handsworth area of Birmingham. It is open Monday to Friday from 7.30am to 6pm throughout the year except for bank holidays. All children share access to a fully enclosed outdoor play area at the rear of the building.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 29 children in the early years age group may attend at any one time. There are currently 24 children attending who are within the Early Years Foundation Stage, some of whom attend on a part-time basis. The nursery provides funded early education for three- and four-year-olds and supports children who speak English as an additional language.

A team of 13 staff, that includes the manager, is employed to care for the children. All staff members hold recognised early years qualifications. Two members of staff have honours degrees in Early Years Studies and Education Studies. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy a wide variety of activities that suitably meet their individual needs and help them to develop and learn. Children's awareness of health and safety is suitably promoted and they are treated as individuals. Partnerships with parents and others are satisfactory and contribute to consistency of care for children. Most documentation is maintained appropriately and the provider demonstrates a sound capacity for improvement. However, systems used for observation, planning and assessment and self-evaluation are not yet effective.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review the organisation of mealtimes to support the development of children's independence skills
- develop systems used for planning, observation and assessment and improve strategies for sharing records with parents and involving them in the observation, planning and assessment cycle.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. Staff demonstrate a satisfactory knowledge of the possible signs and symptoms of abuse and are aware of the correct procedures to follow should they have safeguarding concerns. Robust recruitment procedures are in place and all adults working on the premises are appropriately vetted. Sound induction procedures ensure that new staff are aware of the setting's policies and procedures. Staff carry out daily visual safety checks with regards to the premises and equipment and sign a daily sheet to confirm that these checks have been carried out. Any safety issues are brought to the attention of management and appropriate action taken. Security of the premises is good and children are only released into the care of authorised individuals.

The management and staff team are enthusiastic about what they do and are motivated to seek further improvement. Staff have attended a range of training courses to enhance their knowledge and understanding of childcare-related subjects. Since registration, a number of improvements have been made and these include installing closed circuit television cameras, replacing carpets and major refurbishments to the outdoor area. Consequently, children's safety and welfare has been enhanced. Systems for self-evaluation are still in their infancy and are not yet fully effective in evaluating the provision as a whole. For example, management show a general appreciation of some of the strengths and weaknesses of the nursery, but have no clear strategies in place for effectively gathering the views of all people connected with the nursery.

Children benefit from the warm and welcoming environment that the nursery provides. The nursery is clean and children have sufficient space to play and rest. The owner has plans in place to improve the kitchen facilities. Attractive displays of children's work around the premises help to inform parents and enhance children's self-esteem. A variety of resources are safely stored in ways that they are easily accessible to children and this allows them to make some independent choices about their play and learning. Positive images of diversity are evident throughout the nursery and these help children to develop an awareness of similarities and differences and gain knowledge of the wider community.

Relationships with parents are friendly and key workers regularly talk to parents about children's welfare and some of the activities in which children have taken part. Several parents have recorded positive comments in a book held at the nursery and these include remarks about the friendliness of staff and how happy their children are at the setting. There are currently no children who also attend other early years provisions or with special educational needs and/or disabilities. However, the manager is clear about the importance of working in partnership with parents and other settings, when the need arises, to support children's welfare and continuity of care.

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

Overall, children make sound progress in their learning. Staff demonstrate a sound knowledge of the needs and interests of individual children and provide a variety of experiences that excite and interest them. Children enjoy a suitable balance of adult-led and child-initiated activities and these include lots of creative experiences and regular outdoor play. Staff observe children on a regular basis and record some of what they see and discover. Each child has their own learning and development record that contains some observations, examples of their work and photographs of them involved in play. However, systems used for carrying out observations, assessing children's progress and planning for the next steps in their learning are not yet effective. For example, there are inconsistencies with regards to the quality of some observations and there are no clear strategies in place for actively sharing these records with parents or involving them in the planning, observation and assessment cycle. Consequently, the ability of staff and parents to help children achieve their full potential is somewhat reduced.

Children are having fun and show through their actions that they feel safe in the nursery. They are happy to go to staff for comfort, reassurance and support and friendships between some of the children are evident. Children are gaining an awareness of the benefits of a healthy lifestyle. Older children follow appropriate personal hygiene routines and understand that they need to wash their hands after toileting and before touching food. Meals and snacks provided by the nursery are healthy and nutritious and menus include food from a range of cultures. However, children's independence is somewhat hindered because there are limited opportunities at lunch time for older children to serve their own food and drinks.

Children are starting to gain many of the skills they will need in future life. For example, they are learning to write and are developing an interest in reading as they listen to stories and look at books. Counting is threaded through most activities and there are lots of quality resources that help children match, sort and recognise shapes. Children are learning about themselves and the wider community in meaningful ways. For example, through discussion about their home lives and various planned activities based around a range of religious and cultural festivals. Children are learning to show care and concern for others and to share and take turns in their play. Staff use a range of positive strategies for managing children's behaviour and these include setting a good example and offering plenty of praise and encouragement for children's effort and achievement.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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