

# Mini Me's Nursery

Inspection report for early years provision

---

**Unique reference number**

EY437403

**Inspection date**

09/05/2012

**Inspector**

Lynne Naylor

**Setting address**

Melbourne Avenue, FLEETWOOD, Lancashire, FY7 8AY

**Telephone number**

01253 778253

**Email**

**Type of setting**

Childcare - Non-Domestic

---

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 assesses 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](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 Me's Nursery is privately owned. It was registered in 2011 and operates from a converted school building in Fleetwood. Currently, children are cared for in two rooms with access to a dining room, hall and two other rooms. Children have direct access to an enclosed outdoor play area. There is also an allotment and a larger playground area for children to use.

The nursery opens Monday to Friday from 8am to 6pm, all year, except for bank holidays. A maximum of 84 children may attend at any one time. There are currently 36 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently, the nursery does not offer care to children aged over five years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The registered provider, who is also the nursery manager, holds an appropriate qualification at level 5. She employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An enthusiastic management and staff team communicate ambition and drive and demonstrate a good capacity for continuous improvement. Children are cared for in rooms organised to be inclusive, accessible and safe. Resources are of high quality and used increasingly well to promote children's learning in most areas of their development. Each child's unique needs are effectively met and they make good progress in their learning and development, supported by positive relationships with parents. The nursery has not yet cared for any children, who also attend other early years provision. However, the manager understands the benefits of developing links with any other settings that children attend.

## What steps need to be taken to improve provision further?

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

- increase opportunities for children to explore all areas of learning outdoors
- extend opportunities for children to use their emerging literacy and mathematical skills during play activities, for example, by enhancing role play areas
- introduce children to a range of cultures and beliefs of others through a wider variety of ways, for example, through music, dance, food, stories and role play.

## **The effectiveness of leadership and management of the early years provision**

Staff effectively safeguard and promote the welfare of children. They clearly understand child protection issues and how to work with other agencies. This is because they all receive basic training and are supported by two staff with a higher level of training. They also have comprehensive written procedures to follow that are in line with those of the Local Safeguarding Children Board. Robust recruitment and vetting systems determine the suitability of staff to work with children. Two staff hold a valid first aid certificate, which enables children's health to be efficiently safeguarded in an emergency. Staff follow a clear health and safety policy and all staff members complete suitable records of risk assessment. They understand and follow effective procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment. Staff protect, support and encourage children to develop safe levels of independence. Records that help keep children safe are well maintained. These records include those relating to children's attendance, evacuation, accidents and medicine administrations.

Staff thoughtfully organise the playrooms into distinct, accessible areas, therefore, children easily help themselves to a wide range of high quality toys and equipment. Although, role play areas are not extended to include opportunities to write or read or use number for different purposes. Staff actively promote inclusive practice and respect for equality and diversity. However, opportunities to promote positive images of gender, culture and disability are not extended to cover learning activities, such as, role play, music and art. Children go outdoors every day and choose items to play with, such as, a parachute, balls, cones and a hopscotch set. Outdoor learning opportunities are mainly linked to the promotion of their physical development, and as a result, children do not always explore other areas of learning outside as a way of extending their knowledge. There are a number of very useful systems in place to drive improvement. A formal system of self-evaluation uses robust criteria and is understandably completed by senior management as the nursery is newly registered. However, the views of staff and parents are increasingly being obtained. Consequently, the plans for future improvement are well targeted. Management and staff are wholly committed to continually improving outcomes for all children. They are currently refining the planning system in order to spot possible lines of development from children's interests, so they can provide appropriate challenge around these areas.

Parents and grandparents spoken to during the inspection highly praise all aspects of the nursery and speak enthusiastically about how much their children enjoy attending. Informative policies and procedures, notice boards and the recent introduction of newsletters, keep parents well informed about how the nursery operates and the types of activities provided. Currently, there are no children who attend more than one early years provision. However, there is a strong commitment to working in partnership with other settings, when the need arises, to support children's continuity of care and learning.

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

Each child's individual health, physical and dietary needs are met to a high standard. For example, babies' bottles of milk are made fresh as required and the nutritional content of each meal is carefully planned, following advice received on a training course. Children discuss the health benefits of food as they paint large pictures of vegetables for the wall display in the dining room. Children understand the importance of hydrating their bodies and confidently pour their own drinks of water or milk when they are thirsty. Babies also easily help themselves to drinks as their cups are kept at a low level. Children gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, babies have ample space to crawl around, while toddlers and older children exercise vigorously outdoors. Indoors, children learn to control their bodies as they balance on equipment during sessions led by a visiting gymnastic teacher. Children's physical development, as well as their creative development, is also promoted as they dance and play instruments during sessions led by a visiting music teacher.

Children demonstrate a clear sense of security and belonging. They behave well and confidently talk to each other, staff and visitors. Children have opportunities to take risks and to use tools safely during play activities. They demonstrate a clear awareness of safe practices from a young age. For example, a young child reminds another to 'walk not run' down the slope to the dining room. Children learn how to keep themselves safe as they discuss safer choices that a book character could have made, while listening to a traditional story.

Children acquire a wide range of social and learning skills that equip them well for the future. Children's progress in communication, language, literacy and numeracy is good. They refine their literacy skills as they help themselves to books and readily available pens, pencils, paints and chinks. Children demonstrate a good understanding of technology as they play. Babies operate push button activated toys and older children skilfully operate simple computers. Children are creative with paint and dough, play imaginatively in role play situations and enjoy music sessions led by a visiting teacher. Children consider the needs of others as they hold a sports day to raise money for events, such as 'Sports Relief'.

Information gained from parents as part of the induction process, along with initial observations made by staff, provides a clear picture of children's starting points. Parents and staff exchange observations and photographs in books that go home every weekend. This information is used in the planning of experiences to promote the development of each individual child. Other useful systems to encourage parents to exchange further information about their child's learning at home have been implemented and are beginning to positively impact on the outcomes for children. Staff members with key working responsibility understand the needs of their group well. Records clearly demonstrate that each child's progress towards the early learning goals is good.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://www.ofsted.gov.uk)

## **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
--	-----