

Mini Steamers

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.

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 Steamers registered in 2011. It is located in the Rodbourne area of Swindon, Wiltshire. Care takes place in one divided room, with associated toilet and kitchen facilities and an area for sleeping. Children have access to a secure outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 30 children under eight years; all of whom may be in the early years age group and no more than 12 may be aged two years or under. There are currently 45 children on roll. Children aged three and four years are funded for free early education. The nursery supports children who speak English as an additional language.

The nursery is open weekdays from 7am to 6pm, all year round, including public holidays. There are six members of staff who work with the children, of these, five hold suitable childcare qualifications and one is working towards a qualification. The nursery receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy the time they spend with this dedicated team of staff. A variety of worthwhile activities are planned which help children make good progress in most areas of learning. Overall, the provision is well organised to meet children's developing needs, with equal emphasis placed on promoting children's safety and welfare. Partnerships with parents, local schools, pre-schools and other agencies are mostly fully effective to support children's welfare. The manager and her team understand the importance of accurately reflecting on practice. They clearly recognise the areas to improve to benefit the welfare and education of children in their care.

What steps need to be taken to improve provision further?

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

- develop ways in which parents are supported and encouraged to share key words in their home language, enabling staff to become familiar with these to fully support children's learning and development
- create a stimulating indoor and outdoor environment for children to freely explore, offering a range of resources and activities across the six areas of learning that will encourage children's interest and curiosity.

The effectiveness of leadership and management of the early years provision

All staff demonstrate a strong understanding of safeguarding and attend training regularly. They effectively implement a broad range of detailed policies and procedures to help ensure children's consistent safety. Staff are always vigilant and clear recruitment and vetting procedures help to ensure all adults who work with the children are suitable. Security is very good because doors are locked and children are always carefully supervised. There are accurate assessments to reduce the risk of accidents. Children practise fire drills frequently so that they become familiar with the emergency routine. They are encouraged to take responsibility for their own safety; for example, some children are involved in basic room safety checks, making them aware of their environment.

Partnerships with parents are continually evolving. For example, translations into as many as seven different languages spoken at home present a challenge to the staff. Parents receive regular detailed information about their children's learning and development through daily discussions with staff and a daily diary. They see the plans for activities on the noticeboard and can access their children's learning records. Parents say their children thoroughly enjoy their time at the nursery and are very pleased with their progress in developing social skills and confidence. Parents are invited to attend termly consultation meetings where they can find out how their children learn and how to help them further at home. Staff ask parents for their views frequently. Parents comment on how happy their children are and how well the staff know and care for them. Overall, partnerships are well established and make a strong contribution to children's achievement and well-being.

Communication takes place between providers and partners that support individual children on a regular basis. This helps to ensure information is regularly shared and adults are able to use this effectively to promote children's achievement and well-being. The nursery also works closely with the local authority to evaluate its provision. The childcare is consistently well led and managed. Staff meet regularly to discuss planning of themes to include each child's next steps in learning. The highly focused manager supports her team totally in helping children to achieve, effectively using available resources. Staff provide both inside and outdoor spaces for children to explore. Overall, learning resources are varied and stimulating. However, resources to support and enhance free flow play into the garden space are basic. Staff have very good working relationships with one another and work well as a team. They are enthusiastic, caring and happy within the roles. The manager consistently communicates her high expectations, which in turn promote the successful outcomes for children. There are effective evaluation systems in place across the nursery, accurately analysing strengths and weaker areas of practice. This demonstrates the nursery has a strong capacity for ongoing and continuous improvement.

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

Children generally separate well from parents and settle quickly. This is because there is a strong focus on staff working with parents to support the transition from home into the provision. Although some children are relatively new and are experiencing their first time away from home, staff help them to build secure relationships with their key person. The children are confident enough to select resources and play independently. Younger children are generally happy to play along side others and are gaining skills in sharing and turn taking with the support of staff. Older children show caring attitudes and help younger children to access resources. Children have access to resources which encourage their acceptance and inclusion of others. Overall, children manage their own behaviour and are building friendships. Children play safely and the majority understand the boundaries and listen to instructions from the staff. However, due to the many different languages spoken by families attending, staff have yet to find ways to successfully encourage parents to share key words of their home languages to enable staff to fully support children's learning and development.

Children show good awareness and gain skills in being healthy. They enjoy playing with a variety of resources which promote physical activity, both inside and out. They are able to gain awareness and increased control of their body movements through their experiences. Children are learning good personal hygiene practices. They take part in hand washing routines and are reminded and praised when toilet training. Parents of younger children are encouraged to provide healthy lunch boxes when their children stay over lunch periods. Snacks are on offer through a rolling snack programme for the older children. They are also involved in making healthy choices for the weekly menus. Drinks are available at all times to prevent children feeling thirsty.

Children are fully encouraged in learning through play. This is because staff draw children into activities and encourage their participation through good quality interactions. Children enjoy story-telling activities with puppets and engage in looking at books quietly, independently or in small groups. Mark-making resources allow children to practise the skills they need to write.. Construction equipment is very popular, especially outside. The manger leads by example in promoting children's understanding of mathematical concepts. She increases children's vocabulary with appropriate words, such as full, empty, over, under, before and next to. Children have appropriate opportunities to use information communication and technology resources to develop their skills for the future. For example, there are several models of mobile phone in the travel shop which support children's growing sense of communication. The children are able to access a range of natural resources, such a pine cones, pebbles, corks and shells, which support their sensory awareness. Children particularly enjoy playing with role play resources, mimicking their understanding of the wider world creatively.

Children behave extremely well and are kind and considerate towards one another. They take responsibility by choosing what they would like to play with and by tidying their toys away. Children develop their physical skills well as they climb on

the slide and see-saw in the outdoor area. They learn how to solve problems and the adults challenge them well with questions about their learning. Children find out a great deal about the world around them through visits to a local park and playgroup. They also have an allotment project. The indoor environment is becoming rich in print, labels, letters and numbers so that children can learn very well independently. However, resources to promote children's communication, language and literacy do not currently continue into the garden area. Children are very keen to learn and participate enthusiastically in a wide range of interesting activities.

Staff appropriately and actively promote equality and diversity. They are building strong relationships with parents and this enables them to focus on children's individual needs. Planning incorporates seasonal, cultural and religious festivals which expand children's knowledge of different communities. Children happily respond to their given responsibilities. For example, children help to put on coats, shoes and boots and prepare for going out. Their behaviour is good for their age. Staff use their good knowledge of the Early Years Foundation Stage to promote children's learning and development effectively and monitor their communication, literacy and numeracy. Children play an active part in their own learning and show great curiosity in what they do. Consequently, children are inquisitive learners and make great strides in their 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

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| 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

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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| 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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