

Mini's Daycare

60 - 62 Lodge Street, Preston, Lancashire, PR1 8XE

Inspection date

Previous inspection date

02/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Changes to the management structure have resulted in a much clearer picture of the strengths and weaknesses of the setting. Managers have reviewed the provision and begun to identify areas for improvement and development.
- Children's needs are discussed with parents and through consistent routines and the effective key person system; children's individual care needs are met, resulting in them being safe, secure and confident.
- Children's independence is very well promoted as they make generally good choices in their play. They readily choose from the high quality resources accessible to them to enhance and develop their own play.

It is not yet good because

- Information gained from the observing and assessing of children's future learning needs is not consistently used by practitioners to inform future planning.
- Planning for the children lacks detail on how practitioners determine the balance of adult-led and child-initiated activities.
- Practitioners' skills in observing and questioning children, to extend their thinking and improve their learning, is not fully implemented or consistent across all staff.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main playrooms, the outside learning environment and viewed equipment and resources.
- The inspector held meetings with the manager of the provision and held several discussions with members of staff.
- The inspector looked at supporting documentation, policies and procedures, as well as planning, children's learning journey records and evidence of suitability checks for staff.
- The inspector also took account of the views of parents or carers spoken to on the day.

Inspector

Janet Singleton

Full Report

Information about the setting

Mini's Daycare was registered in April 2012. The nursery operates from within Mini Magees Party and Play-centre in Preston. The children have access to the main playroom, the dining room and a baby room. They have access to a secure enclosed outdoor play area.

The nursery is open each weekday from 7.30am until 6pm, all year round, with the exception of a week at Christmas. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at a level 4, three at a level 3 and two, who are trainees working towards a childcare qualification. The nursery provides funded early education for three- and four-year-olds. It supports a number of children, who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the procedures for observing and assessing children's development, in order to ensure planning is accurately informing their next steps in learning, and appropriate challenges provided
- extend and review the planning, so that it reflects a balance of adult-led and child-initiated activities, in particular for the older children.

To further improve the quality of the early years provision the provider should:

- improve practitioners' skills in observation and using questioning to extend children's thinking and improve their learning, for example, by skilfully questioning and talking to children about what they have been doing and reflecting upon their own learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children play and enjoy their learning in an enabling environment where they make choices and decisions regarding what they want to do and how they want to spend their time. Practitioners ensure resources support children's learning across all seven areas as they plan for the areas using continuous provision. For example, there is mark making, construction, malleable play, cosy inviting story corners and mathematical areas. Children's 'learning journeys' contain examples of their work and the observation and assessment of the progress they are making. This allows practitioners to assess where they are in their development. Although, the staff identify the next steps for each child, these are not used effectively to inform the planning, in order to provide challenging and playful opportunities individual to the child.

The well-planned environment means that children are making choices about what they want to do. They move about freely and move resources in the flexible, stimulating

environment as they decide their own activities. They determine if they wish to take part in any of the planned activities. However, practitioners are not sufficiently monitoring the planning to ensure an appropriate balance of adult-led and child-initiated activities takes place. Currently, children are mostly deciding their own play, resulting in opportunities to extend their learning being missed. Practitioners support children in their communication and language skills as they sit with them and engage them in discussion about what they are doing. However, they do not always ask questions that support children's thinking and allowing them to reflect upon what they are doing and their own learning.

A well-stocked book corner allows for children to access books and readily contribute in story time. They understand stories have a beginning and end, and repeat key phases, delighting in anticipating what happens next within the familiar tale. They develop their co-ordination and their physical skills are promoted as they thread beads and take part in daily opportunities to play outdoors. Their imagination is fired as they engage in role play and create masterpieces in the sticking activity, proudly showing off their work to staff. Praise is readily and consistently used by staff and children respond with smiles and expressions of glee as their confidence and self-esteem is promoted. Through opportunities for counting, children are confident in using numbers with older children readily counting to 10 and above. Mark-making equipment is available, both indoors and outside, as children use different medium, for example, coloured chalks to write with. They enjoy writing their letters as some older children spell and write their name with a degree of competence. They find out about the natural world through the recent topic of mini-beasts. They enjoy listening to stories about the world, taking part in planned topics and making caterpillars to further their understanding. This activity is enhanced by observing the lifecycle of the caterpillar and of tadpoles. Parents are involved and work closely with the key person to assess children's starting points. They contribute to their child's learning as they view the learning journey record and make their contributions in the communication book. This allows for an exchange between home and the nursery regarding their child's' overall progress.

The contribution of the early years provision to the well-being of children

Children feel secure and are settled as they are supported by the consistent routines and the effective relationships with their key person. They benefit from the calm environment, in which they move safely as they seek out their own play and resources. Care plans for babies are agreed with parents and their individual needs are followed to help them settle and feel at ease. Children develop their understanding of risk as they manage the stairs and are supported to use scissors in their activities. Good behaviour is fostered as children readily listen to adults and respond appropriately. They sit during snack time and are extremely polite, asking for things nicely and always saying 'please' and 'thank you'. Through working together and being helped to solve issues, such as sharing resources, they are encouraged to find something similar when two children want the same thing. Staff deployment is effective and as a result, children are well supported as they play. Praise is used consistently and meaningfully at all times by staff, which means that children feel valued and their contributions are noted. This helps prepare children for the next stage in their learning, be it moving rooms within the nursery or progression onto school.

Practitioners support children in the development of their self-help skills, both in the bathroom attending to their personal needs, and with dressing to go outdoors. Menus are healthy and help children in developing a taste for a healthy diet as they self-serve their snack, choosing from the melon or grapes and water or milk to drink. Children's positive attitudes are developed further as they grow fruit and vegetables outdoors, for example, strawberries.

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

The change to the management structure has resulted in an evaluation of the provision to assess the strengths, weaknesses and priorities for improvement. The manager is aware of what needs to take place and has recently reviewed all policies and procedures and updated staff with all changes. Plans are in place to address the procedures for planning, observation and assessment but as yet these are not sufficiently robust as they are in their infancy. The manager monitors staff performance through formal appraisals and through informal supervision and observation of practice. Training is encouraged and new staff members and students undertake a rigorous induction into the setting. Team meetings allow staff to give their ideas and contribute to the evaluation and development of the provision.

Children are safeguarded through stringent recruitment processes and staff are fully aware of their role to protect children in the case of abuse or neglect. They are confident who to report to and all details are within the comprehensive safeguarding policy. Parents are consulted at the settling-in period of their child and contribute through discussion and the communication books about their child's progress. Parents speak highly of the provision and feel confident in staff meeting their child's care needs. Although, the management team is aware of the need to work with other agencies to support children, at present there are no external agencies involved with the setting or the children attending.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY439115
Local authority	Lancashire
Inspection number	790911
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8

Total number of places	31
Number of children on roll	21
Name of provider	Mini Magees Limited
Date of previous inspection	Not applicable
Telephone number	01772556541

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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