

Mini Treasures Children Centre

Sultan Street, Camberwell, SE5 0XG

Inspection date

Previous inspection date

15/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The management and staff team are motivated, interested and committed to providing good quality care and education for all the children. Continuous improvement is promoted through regular training opportunities and staff appraisals.
- A well-established key person system helps children to form secure attachments, so they settle well and this system promotes on going well-being and independence successfully.
- Children's language development is given priority by confident practitioners who extend children's vocabularies well and help them build up sentences. Children with language delay catch up quickly.
- Children use stimulating resources, both indoors and out, which they can choose to play with in a variety of ways. This system enables children to become independent learners.

It is not yet outstanding because

- Staff do not provide the best opportunities for children to develop their early mathematical understanding in meaningful ways around the nursery environment.
- Recording methods do not allow all staff to understand how best to support each child during adult-led activities.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with the manager, deputy and staff members.
- The inspector viewed records relating to activities, children's progress and development plans, and sampled safeguarding policies and procedures.
- The inspector observed the children and staff both inside and out.
- The inspector sought the views of parents through the nursery's questionnaires and written feedback.

Inspector

Claire Douglas

Full Report

Information about the setting

Mini Treasures Children Centre is one of three childcare provisions run by Mini Treasures Nursery Ltd. It registered in 2012 and operates from four rooms in a purpose built building. The children centre is situated in the residential and commercial area of Camberwell, located in the London Borough of Southwark. There is an enclosed outdoor play area. The nursery is open each week day from 7.30am to 6.30pm, 51 weeks a year. The out of school club is open each week day from 7.30am to 9am and from 3.30pm to 6.30pm, during school term time only. The holiday play scheme is open each week day

from 8am to 6pm, during school holidays only. The children centre is also registered on the compulsory part of the Childcare Register. There are currently 25 children aged from two months to under five years on roll in the nursery. The nursery receives funding for the provision of free early education for three- and four-year-olds. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities and also supports children who learn English as an additional language. The nursery employs seven members of staff who all hold an appropriate early years qualification.

What the setting needs to do to improve further

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

- display numerals in purposeful contexts around the nursery environment in order to help children understand the purpose of them, for example, by providing a sign showing how many children can play on a number track
- ensure the links between the focus activities and planned observations show as clearly as possible how they are a reflection of the next steps identified for individual children, so all staff may know precisely why such activities are planned and offer the best support.

Inspection judgements

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

Children and toddlers are making good progress in their learning and development. They show enthusiasm for the range of activities. This is due to the staff's positive communication and interactions with them. Staff provide children with a range of adult-initiated and free-play activities, which enable the children to develop their own preferences. Children select play materials independently and enjoy praise when putting them away. Staff plan well to extend children's individual needs and interests. Information about children's individual developmental stages is collected from parents before children begin at the nursery. This system helps form a good starting point to build on through ongoing observations and assessments. Therefore, children progress well in their learning and development in relation to their individual starting points. They develop useful skills that they will need in preparation for starting school.

Parents are included in their children's learning. They are encouraged to view their children's profiles and attend parents' meetings with key persons to discuss children's

achievements and agree their next stages of learning. Parents are invited to attend outings and festivities which help develop partnerships between parents and the nursery well. The staff team understands and implements the requirements of the progress check for children aged two years. They provide relevant information to aid their progress and inform parents and Health Visitors.

Children develop good physical skills through regular use of the exciting outside area, where they can climb, slide, run and jump as well as dig, make music with pots and pans and paint. Active lifestyles are encouraged. Children develop confidence physically, such as in running and manoeuvring bikes and cars skilfully between tyres. Younger children are encouraged to develop their co-ordination, control, and movement, throughout their every day routines; for example, through encouragement to feed themselves. Children's language development is supported well, through frequent conversations with staff about what they are doing and how. Visual aids and picture timetables are used well to help encourage all children, including those with delays in their language development, and children who are learning English as an additional language. As a result, all children develop secure foundations that help them prepare for the next stage in their learning.

Children's understanding of mathematics is encouraged well overall through using a range of resources and activities, such as magnetic numbers a selection of abacuses and counting the stacking cups as they build them up. However, there is a lack of numerals used as labels around the nursery to help children discover the purpose of these and develop an understanding of quantity in meaningful contexts.

Babies and younger children are supported in a stimulating, bright and welcoming environment. They enjoy the array of glistening mobiles, touch areas and photographs of themselves that are arranged around their environment. These provide them with interesting objects to focus on, especially when caring for those who are not mobile. Sensory activities, such as using treasure baskets and clear bricks filled with glitter, together with a range of other exciting items to look at, allow children to experience and explore a wide range of different textures and sounds.

Staff are aware of how different groups of children learn and they adapt activities accordingly, including those for children who are learning to speak English as an additional language or who have special educational needs and/or disabilities.. Staff and parents work together, alongside outside professionals, to ensure they are providing the most suitable care and education. Children's early writing skills are encouraged well through drawing and making marks using a range of media. For example, the children had a wonderful time making marks with their fingers whilst exploring shaving foam on a large board. Children use books independently because these are inviting and stored at their level. They also have access to a small library on site which enables them to choose favourite books to take back to the book corner. They sit and listen to stories with enjoyment, showing good listening skills.

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

Children and toddlers demonstrate that they feel safe and secure in the caring, bright, clean child orientated nursery. A successful 'key person' system helps children form good relationships with staff and promotes their well-being and independence successfully. Staff have a good understanding of the importance of children forming attachments and take time to make sure the settling-in processes are suited to each child's needs. They gather valuable information from parents on the uniqueness of each child during initial registration and use this to help ensure children settle well. This helps to develop children's sense of belonging, self-esteem and confidence.

Staff give careful attention to children's good health and well-being. Healthy eating is considered carefully when devising menus which are freshly prepared. For example quorn mince and sausages are provided for vegetarians. Children understand the importance of good hygiene and know why they must wash their hands before eating. They enjoy daily exercise outdoors. They rush to join in on the six seated see-saw. They chat with one another happily while playing.

Staff make children's safety and well-being a high priority. They complete thorough risk assessments and daily visual checks to review the on-going safety of the nursery premises, including, outdoor play and any outings made. Good safety measures are in place, such as secure video entry systems, preventing access by strangers to the nursery. Children are actively encouraged to develop a clear understanding of how to keep themselves safe. Regular fire practices are included in the routines so all children learn what to do in an emergency.

Children's behaviour is good throughout the nursery and they show a good awareness of responsibility. Staff support children's understanding of the need to share and take turns and to respect each other's feelings. Children are praised for their efforts throughout the day. As a result, children are growing in confidence and aware of their boundaries and the expectations for good behaviour, attributes that will be useful as they move on from the nursery.

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

There is a comprehensive safeguarding policy and stipulated procedures in place, which staff are fully conversant with and implement well. All staff receive safeguarding training, which helps them to promote children's welfare effectively. The staff team show they have a thorough understanding of their duty to help protect children and know what to do in relation to reporting any concerns. Parents are informed of these responsibilities. The manager fully understands the required ratios she must maintain and the type of events she must inform Ofsted of should they occur. Robust recruitment and vetting procedures are followed to help ensure adults working with the children are suitable to do so. This process ensures that children are cared for by staff who have the required skills and commitment to their care and education.

Staff have regular opportunities for supervision and appraisals with the manager. Training

needs are clearly identified and inform the nursery's plan to ensure that all staff update and expand their knowledge to improve outcomes for children. The manager completes observations of staff and works along side them to provide good role modeling. This system encourages staff to reflect on their practice and helps with continual assessment of the quality of the nursery provision.

Staff happily share ideas for development within the nursery which they believe will have the most positive impact on children's future learning. For example, they have recently chosen and ordered further play resources to improve the learning environment, both inside and out. The manager and staff team have a secure understanding of providing and evaluating the educational programmes for all children.

Systems introduced to support the revised Early Years Foundation Stage requirements, help staff develop their practice. For example, by using new guidance documents, they develop planning and assessment systems to meet the needs of the children better. Despite this good practice, recording methods are not as useful as possible because these do not show how individual children's learning can best be extended and supported, in order for them to progress as quickly as possible.

The manager ensures systems to check the effectiveness of the provision work well through continuous monitoring of practice. Self-evaluation processes are in place to assess how well the provision meets the requirements of the revised framework. Staff and parents are encouraged to contribute to the self-evaluation processes using team meetings for staff input, questionnaires and suggestion boxes. Plans for improvement are relevant and ongoing. The manager is highly motivated and conscientious with an aspiration for quality care and continuous development.

Staff have developed good partnerships with parents. Useful written information is offered daily in contact diaries. Regular newsletters and family learning folders inform them of topics and how they can get involved in their children's learning. Staff exchange information with parents verbally on a daily basis. Parents and carers express positive comments about the nursery particularly about what their children have achieved since attending. The manager describes the importance of sharing information with other providers such as the local link schools, and preschool settings to provide continuity of care and meet children's individual needs well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY449168
Local authority	Southwark
Inspection number	805329

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	33
Name of provider	Mini Treasures Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	07814557542

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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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