

Mini Treasures Day Nursery

Holy Trinity C of E Primary School, Chatsworth Road, DARTFORD, DA1 5AF

Inspection date

Previous inspection date

06/03/2013

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

- Children are making satisfactory progress with their learning and development at the nursery. Staff demonstrate an understanding of how children learn and develop.
- Staff are friendly and have developed positive relationships with children and parents.
- The key person system is effective in supporting children to feel happy and secure. They have formed strong attachments with staff.
- Children's personal, social and emotional development is supported well by staff and social skills, such as sharing and turn taking, are promoted well.
- The nursery provides a welcoming environment where most children can move around safely between the different rooms and the indoor and outdoor environments.

It is not yet good because

- staff provide processed ready meals which do not support children's health effectively.
- the outdoor play area does not currently support all seven areas of learning.
- self-evaluation is not effective in identifying key weaknesses for improvement.
- the nursery has not fully explored using photographs of familiar people and favourite activities to enhance young children's language development further.
- creative activities often do not promote children's developing imagination skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and care practices in all of the group rooms and in the garden area.
- The inspector spoke to the registered person, manager and the staff team throughout the inspection.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at a range of documentation, including children's assessment records, accident and medication records and the attendance register.

Inspector

Lara Hickson

Full Report

Information about the setting

Mini Treasures Day Nursery operates from Holy Trinity C of E Primary School, in Dartford, Kent. The nursery registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides care for children aged from three months to five years, when children leave to attend school. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is situated in a purpose built port-a-cabin and there are three main play rooms. Children have access to an enclosed garden. Access to the setting and garden is by ramp. There are facilities to leave buggies. The nursery is open weekdays throughout the year, except for public holidays, from 7.15 am to 6pm.

What the setting needs to do to improve further

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

- improve arrangements made for mealtimes to ensure that children receive healthy, balanced and nutritious meals
- improve the learning environment by increasing learning experiences in the outdoor area that reflect all seven areas of learning.

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

- provide children with opportunities to initiate their own creations and plan art and craft activities that support children's creativity and physical skills
- further develop self-evaluation systems to clearly identify and address key weaknesses in order to enable the setting to continue to improve
- develop the use of sharing photographs of children's family, favourite people and pets; for example, by making family books that children, parents and family can contribute to, helping children to learn about themselves, their special people and each other.

Inspection judgements

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

Children are making satisfactory progress with their learning and development at the nursery. Staff demonstrate an understanding of how children learn and develop. They use this knowledge to provide resources and activities to promote learning, in line with individual ages and stages of development. Staff use the Development Matters in the Early Years Foundation Stage guidance to establish where children are with regard to their developmental age bands. They demonstrate how they are extending children's learning further through activities to support their next steps. The nursery setting is welcoming and has a wide range of resources available to promote children's learning and development. Children are able to explore the indoor and outdoor environments, helping themselves to resources as these are stored at low level and are easily accessible. The nursery supports children to access a suitable range of activities and experiences across the seven areas of learning. However, the outdoor area is not currently promoting all areas of learning. For example, there are few outdoor opportunities for children to make marks, extend mathematical concepts or learn about the world around them.

Children's individual needs are met well by the staff team. When children start at the setting, parents complete 'All about me' forms that provide staff with information of their child's interests and capabilities. Staff complete written observations regularly on children and the next steps are identified to support children's ongoing progress and development. Children who speak English as an additional language are supported well by the staff team. Staff obtain key words and phrases in a child's first language and these are displayed in the nursery, with clear guidance on how to pronounce these words. Staff enhance children's early English by introducing new words as they play with the activities. For example, when children are playing with a track and vehicles, staff introduce the names of the ambulance, police car and fire engine and children make the noises of these. The nursery embraces the different cultural diversity of the local area and values each child's individual cultural background. A display with photographs of children and staff shows the different countries and continents of their varying backgrounds.

Children are developing their personal, social and emotional development. Staff encourage children to share and take turns and are on hand to promote these social skills. For example, in the outdoor area staff support children to share the sit and ride toys by setting time limits and encouraging children to push each other up the small hill. Children enjoy looking at books independently and the well resourced book areas help to encourage children to sit and look at books alone or with their peers. Staff read stories to the children and engage them in the story by using open ended questioning techniques. Staff encourage younger children's early language and communication development by introducing the names of objects to increase their vocabulary. For example, staff have laminated pictures of different animals and use these as props when reading animal stories to the children. They introduce the names of the different animals and the sounds that they make. Staff reinforce this area of children's learning during a water activity, when they repeat the names and sounds of some of the animals children play with. Staff recognise and respond to children's early babbling sounds. For example, they repeat the

sounds the children make and praise the children's attempts to copy them. Staff are genuinely pleased when a baby says a new word, sharing this achievement with colleagues. Although the nursery has activities to support language development, it has not explored the possibility of using photographs of familiar people or favourite activities to enhance young children's vocabulary and communication.

Children explore a range of media, such as paint and materials for collages. Examples of artwork are displayed on walls, which supports children to feel that their creations are valued. However currently, much of the art and craft activities are planned and staff are using photocopied pictures or cut out shapes for the children to stick. This limits children's creativity skills and also reduces the opportunities for children to initiate their own art and craft activities. Children are encouraged to explore and investigate how toys operate. For example, babies can investigate what happens when the press different buttons on toys. Older children enjoy using the age appropriate programmes of the nursery computer. During play activities, children independently count and their counting skills are supported and extended by staff. For example, one child counts up to 20 and staff actively encourage the child to count beyond this. When another child tries to complete a simple subtraction problem, staff support the child by offering practical ideas. For example, staff suggest that the child uses bricks to represent the 'sweets' in the number problem. As a result of this support, the child is able to complete the number problem. Information is regularly shared with parents, both verbally and in writing, through daily contact diaries, newsletters, a parent notice board and the nursery website.

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

Children at the nursery are happy, settled and secure in the setting. Effective settling in arrangements for new children supports them to make the transition between home and the nursery. For example, home visits and the completion of the 'All about me' form by parents helps staff to find out all about the children and their interests. Staff support children to settle by ensuring favourite toys are available. An effective key person system is in place and helps to ensure that children can form close emotional attachments. The baby room has a homely feel with colourful soft furnishings and low level laminated pictures which children can remove and play with. Younger children are supported to play alongside their peers and develop social skills, such as sharing and turn taking. For example, two babies enjoy playing in the water tray and are starting to interact with each other. One child bangs a toy animal in the water and laughs as the water splashes everywhere. Another child watches for a while before copying the first child's actions and banging a toy duck in the water. Babies and young children are able to rest comfortably in line with their individual routines and staff monitor them closely while they are asleep.

Behaviour is generally good within the setting. Staff support positive behaviour through praise and verbal encouragement. They discuss the impact of any inappropriate behaviour on others, which supports children to play safely and fairly with their peers. For example, when a child rocks on their chair at the lunch table, staff explain that the child may fall off the chair and hurt themselves.

Transition arrangements are being developed between the setting and local schools. The nursery has a close partnership with the local school. The setting is going to extend partnerships with other schools in the local area to further enhance transition arrangements. The setting works closely with the school special educational needs coordinator and the English as an additional language coordinator, which supports children's individual needs well. Information about children's learning and development will be passed on to future teachers through each child's 'My Unique story' document. This will ensure that teachers have information to support the child's future learning, as the document outlines areas where children are developing emerging skills or are confident.

Children are beginning to develop an understanding of how to support their health and general well being. Handwashing practice is embedded in the nursery routines. For example, staff help children to understand why they are washing their hands prior to eating or after using the toilet. Staff use appropriate hygiene procedures when changing nappies to prevent cross infection, such as wearing gloves and wiping the changing mat after each use. Older children have free flow access to the outdoor area and enjoy their time outside. Physical skills are supported well as children enjoy playing with the sit and ride toys, learning to take risks as they negotiate a small hill. Staff encourage children to develop their own safety awareness, support them to think about their own safety and the safety of others. On a couple of occasions, staff intervene and discuss the consequences bumping at speed into another tricycle may have and support children to ride safely. Younger children have daily access to the outdoor area, although this is through planned play sessions. Although the setting provides healthy snack options such as fresh fruit, the lunches do not promote healthy eating. For example, main meals are generally processed ready meals which the staff heat up and serve rather than freshly prepared, healthy, balanced and nutritious meals. The current procedures regarding lunchtime also limit opportunities for children to serve themselves.

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

Staff have a sound understanding of child protection and how to safeguard the children. They are aware of the procedures to follow with regards to recording and reporting any concerns relating to child protection. A comprehensive safeguarding folder is in place and this has clear information on procedures to follow and has all required contact details. Clear policies and procedures demonstrate the nursery's commitment towards safeguarding the children. This includes a separate policy regarding the use of cameras and mobile phones. Supervision of children is good within the indoor and outdoor areas and staff work well together to ensure ratios are met. Rigorous security systems ensure that no unauthorised people can enter the building. For example, there is a keypad entry system and all visitors to the setting have to show their identification and sign in and out of the building.

The registered person and the manager work together closely. They are in the process of developing the self-evaluation systems to monitor the provision. Some evaluation is in place which supports the ongoing development of the setting. For example, staff

monitoring systems are used to ensure consistency from all the key people. Parent questionnaires have been introduced and are used to determine whether parents are happy with the level of service the nursery provides. However, currently self-evaluation is not fully effective in identifying all weaknesses and identifying targets for future improvement. For example, the outdoor area is currently not promoting all seven areas of learning, although it does promote the prime areas which support development in all other areas of children's learning. The nursery receives support from the local authority and plans to implement any ideas and recommendations they make. This demonstrates the nursery's ability to promote continuous improvement to enhance outcomes for children.

Children's safety is promoted through the recruitment, vetting and induction procedures. This ensures the suitability of staff working with the children. The majority of the staff team are qualified and over half of the staff team hold a valid first aid qualification. A staff appraisal system is in place and this supports the management team to ensure the ongoing suitability of staff. Written risk assessments and daily checks identify possible hazards to children's ongoing safety.

Parents are happy with the care of their child and the level of service they receive. They feel that the staff team are welcoming and approachable and meet their child's individual needs well. Parents praise how well their children have settled at the nursery and the progress that they have made. However, a few parents commented that they would like the outdoor area to be developed further and were not aware that the nursery has regular use of the school playground.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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	EY451126
Local authority	Kent
Inspection number	883585
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	27
Number of children on roll	23
Name of provider	Adebukunola Mosebolantan Tawakalitu-Balogun
Date of previous inspection	not applicable
Telephone number	07590395339

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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, which are usually the childminder's 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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