

Little Mumins Day Care

89 Rollinston Street, LEICESTER, LE5 3SD

Inspection date

Previous inspection date

18/03/2013

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

- Children with special educational needs are well cared for as staff are skilled in providing care that meets each child's specific needs, ensuring every child makes good progress in respect of their individual starting points.
- The partnership with parents and outside agencies is effectively managed as staff are skilled in sharing relevant information regarding child development, ensuring that children's needs are met.
- A good management team is in place. This is reflected through the range of professional development and training opportunities offered. As a result, staff are skilled and able to support children's wide ranging needs.
- Children's needs are well met because there is a strong commitment to continued improvement of the nursery provision through setting ambitious targets and action plans.

It is not yet outstanding because

- Consistent ways for children to use descriptive words, such as 'big', 'little', 'empty' and 'full', in everyday play opportunities are sometimes missed.
- At times, staff do not give enough time for children to respond when asking a question, particularly in the toddler room. As a result, opportunities to extend their thoughts and ideas are not fully supported.

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

Inspection activities

- The inspector observed practice and interaction between the staff and children.
- The inspector spoke with the staff, manager, registered person and to children at appropriate times during the inspection.
- The inspector undertook an inspection of the areas of the premises used for childcare.
- The inspector examined a range of documentation, including suitability records and qualifications, policies and procedures and children's developmental records.
- The inspector spoke with one parent during the visit.

Inspector

Alex Brouder

Full Report

Information about the setting

Little Mumins Day Nursery was opened in 2012, following a change to the setting name and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the city of Leicester and is managed privately. The nursery serves the local area and is accessible to all children. It operates from two floors and there is a fully enclosed area available for outdoor play. The ground floor of the premises can be easily accessed by all children through a level entrance lobby directly from the street pavement.

The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including two staff who have a foundation degree.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a high number of children who speak English as an additional language and also supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- give children more time to respond when asking them questions to allow children's thoughts and ideas to develop, in particular within the toddler room

- support further children's opportunities to use descriptive words, such as 'big', 'little', 'full' and 'empty', during every day play opportunities.

Inspection judgements

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

The manager and staff have a secure understanding of the revised framework for the Early Years Foundation Stage; as a result, children make good progress. Staff plan well for children's individual needs, taking account of their starting points and individual interests. There are planning systems in place to ensure that children have experiences across the seven areas of learning as well as being able to initiate their own ideas in their play. Staff

have good systems in place to assess children's learning and development. They use supporting documentation, such as the 'Development Matters in the Early Years Foundation Stage' guidance, to identify and plan appropriately for the next steps in their learning. Regular observations ensure that staff monitor the progress children make, enabling them to identify any gaps in learning. This information is transferred to the weekly planning to ensure children have opportunities to be challenged appropriately. The key person system supports the partnership with parents. Parents are offered regular opportunities to see their child's progress in their learning journeys and to speak with their child's key person. Parents' meetings are offered twice a year to enable formal feedback to be shared about their child's learning and development. In addition, practitioners in the toddler room have begun to carry out the progress check at age two. Parents' thoughts and comments are used to support this process, ensuring that children's learning needs are effectively recorded. Parents are encouraged to share observations of children's learning from home, enabling them to have a voice within their child's learning and development.

Children with special educational needs and/or disabilities, or who have English as an additional language are very well catered for. Most of the children at the setting have English as an additional language. Staff are aware of the languages that children speak at home and fully support this within the setting, through their own knowledge and understanding. As a result, children make good progress overall in their communication and language. Staff work closely with parents and other professionals, along with the nursery's special educational needs coordinator, to monitor and review the progress that all children make. All children have good access to the range of resources on offer as they are organised in low shelving units, promoting free choice and independence.

Children's communication and language skills are effectively nurtured. This includes staff in the baby room sensitively using different tone and facial expressions. However, there are occasions, during children's play, particularly in the toddler room, that staff do not always allow children to think before they respond to a question. As a result, some children's thoughts and ideas are not heard. Children have access to a wide range of books and print is used effectively around the setting to develop children's recognition of letters and simple words. Older children begin to recognise some familiar letters, for example, when using the foam letters in the sand, they successfully name the initial sound to their name. Additionally, children's skills in the recognition of Arabic grow, through displayed print, dual language books and songs and rhymes through the computer. This helps children to feel secure and develop a sense of their own identity. Children have good opportunities to make marks, through painting and colouring, for example, along with paper and pencils being accessible in all organised play areas.

Children are introduced to mathematics in a variety of play opportunities and every day routines. For example, children count how many children are sitting down at snack time, the number of trains they have lined up and staff help them in showing the appropriate number of fingers that reflect a number. Some children are observed to count to 10, pointing to images, one at a time, to show they know and understand the process of number. However, opportunities for children to extend their knowledge of mathematical words, such as 'big', 'little', 'full' and 'empty', are not consistently introduced by staff. As a result, children's use of descriptive language is not fully supported in every day play

opportunities. Children's creativity is effectively nurtured as they enjoy singing and using musical instruments, painting, cooking and role play. Staff make use of the local environment and trips out to extend children's thinking and learning. For example, children in the pre-school have been talking about animals. A trip to a local farm park has been planned to enable children to deepen their knowledge and to see and touch a range of animals.

Children have sound opportunities for outdoor play and physical activity. They run and climb using a suitable range of equipment to support this. Bats and balls are used to help develop their coordination and water pipes are used to help children learn about quantity and mass. Many children love to play in the water, splashing and trying to catch it as it flows down the pipes. This contributes to children's opportunities to have fun and be playful.

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

Children are happy to attend this welcoming and child-centred setting. The key person system is successfully implemented, enabling children to settle and feel secure and confident in their surroundings. Staff take time to speak with parents about their child's needs before they begin at the setting, recording their interests and development. They use this information to plan an environment reflective of their individual needs. Children's transitions from room to room around the setting are planned well to enable children to become familiar with their new key worker, enabling a smooth and positive move. Staff also support children well for their transition to school as they invite teachers to the setting from the schools they know children are attending. As a result, children are prepared well for the next stage in their learning. Children's ability to play independently is well-supported through the stimulating and well-resourced learning environment. Consequently, children are able to make choices and make use of these to adapt and change their play. For example, children were able to make a train track as this was freely accessible to them. Children's feelings of security and belonging are also acknowledged through the use of visual timetables to explain the routines of the day. They show they know what is happening next by choosing the appropriate picture to support each aspect, for example, snack time or circle time.

Children behave well and staff have high, but realistic expectations for their behaviour. Older children are asked if they can remember the rules of the setting; children respond appropriately stating 'we share and take turns' and 'we must put the toys away', when asked why children state 'we might fall on them'. Therefore, children's awareness of managing their own safety develops. Younger children are supported well in managing their behaviour. For example, children wanted to play with the same doll. Staff calmly and quietly remind them of the importance of sharing and taking turns. Both children accept this and continue in their play. Children are praised for their cooperation and rewards, such as stickers are used to remind children of good and helpful behaviour, contributing to their self-esteem and confidence.

Staff understand the importance of good hygiene practices, which they pass on to the children. The babies are changed regularly, with effective procedures in place, and staff

ensure their noses are wiped as needed and their hands washed before food. The babies go to sleep happily with staff supporting them, if necessary and discussed with parents, helping them to settle. All children are offered a healthy and balanced diet, reflective of their cultural and dietary needs. Foods that are provided for by parents are stored and prepared appropriately to support and meet the needs of individuals. Children's independence in managing their own personal hygiene and healthy practices is developing well, for example, as they independently wash their own hands and pour their own drinks. Children's well-being is supported as all staff have completed first aid training, enabling them to respond appropriately to any accidents or incidents at the setting.

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

Children are safeguarded as the manager and her staff team have a clear understanding of what to do if they have a concern regarding a child's welfare. All staff have attended training in safeguarding to ensure that they are up-to-date with any changes in legislation and of their roles and responsibilities. Clear and concise risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed, along with daily checks on the indoors and outdoors of the setting, to further support children's safety. Systems to monitor entry to the setting are good; finger print recognition is used to ensure that only known users to the setting are allowed entry. A good range of policies and procedures are in place and available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being.

Secure recruitment and induction procedures ensure that all those working with children are safe and suitable, having undergone appropriate vetting procedures. In addition, staff are asked each year to declare their ongoing suitability to further support children's safety and well-being. Regular staff meetings ensure that all those working with children are kept informed of changes, for example, with legislation and to offer in-house training. This system supports and enhances staff's personal development and contributes to meeting the ongoing needs of children. Monthly supervision and yearly appraisals enables the management team to identify learning and training needs for each individual staff member. As a result, there is a skilled staff team in place to support children's wide ranging needs.

The manager and staff are enthusiastic, motivated and committed to providing a high quality service to children and their families. The manager and registered person have a good knowledge and understanding of how to implement the requirements of the Early Years Foundation Stage. They monitor the educational programmes to ensure a varied range of stimulating activities are provided to capture the children's interest. Arrangements to evaluate the provision are in place and an action plan has been established to allow the manager and her team to identify and work on areas for improvement, contributing to their continuous improvement.

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
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	EY452806
Local authority	Leicester City
Inspection number	886570
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	54
Name of provider	Little Mumins Day Care Ltd
Date of previous inspection	not applicable
Telephone number	01162620474

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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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