

# Millennium Minis

The Visitor Centre, Teal Street, LONDON, SE10 0ST

## Inspection date

Previous inspection date

07/05/2013

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 benefit from a well-organised, welcoming and inclusive nursery. They show good levels of confidence and independence and are motivated to learn.
- Staff work closely with parents. They use effective systems for communication to ensure parents are well informed.
- Children take part in a wide range of activities and experiences that interest and challenge them. They make good progress in their learning in relation to their age, starting points and capabilities.
- The staff team are very committed to developing and improving the provision. They monitor their practice closely and take effective steps to ensure positive outcomes for children.

### It is not yet outstanding because

- Children do not have access to a wide range of role play resources that reflect their diverse backgrounds and experiences.

## 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 children taking part in activities and care routines and accompanied staff and children on a local walk.
- The inspector held discussions with the managers and members of staff.
- The inspector sampled records including children's files, planning, self-evaluations, improvement plans and staff suitability records.
- The inspector spoke to parents at the nursery and took account of their views.
- The inspector looked around the premises.

## Inspector

Rebecca Khabbazi

## Full Report

### Information about the setting

Millennium Minis registered in 2012. It operates from a renovated visitors' centre in the Millennium Village development in Greenwich, within the London Borough of Greenwich. The nursery is set out over two floors with the younger children on the ground floor and the older children on the first floor. There is an internal lift to the first floor. The staff are in the process of developing their own outside play space and also make use of local amenities such as river walks, the ecology centre and nearby green spaces for outdoor activities.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They currently offer care for children in the early years age range only. The nursery is open from 8am to 6pm, Monday to Friday for 50 weeks of the year. Children attend for a variety of sessions. There are currently 39 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years old. It supports children who speak English as an additional language.

There are 11 members of staff who work with the children including the two managers. One of the managers is a qualified teacher and the other has a level 5 qualification. There are seven staff who also have relevant childcare qualifications to level 3 and above. Two staff are currently working towards qualifications.

The nursery receives support from the local authority through an early years advisor.

### What the setting needs to do to improve further

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

- increase the range of role play resources that reflect diversity and the backgrounds of the children attending.

### Inspection judgements

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

Staff show a good understanding of how to support children's learning through play. They plan and provide an interesting, varied curriculum that helps children make good progress in all areas of their development. Staff make sure that they have comprehensive information about each child's background, starting points and needs. For instance, they talk to parents during settling in visits and ask them to complete detailed

'all about me' forms. This helps staff get to know children well and provide all the support the children need. For instance, where children speak English as an additional language staff make sure they are familiar with key words, greetings and phrases in children's home language to welcome them on their first day. Staff observe children's achievements closely and identify next steps for their learning that they include in weekly activity planning. They keep parents well informed about children's progress through daily discussions, regular reports and face-to-face meetings twice a year. This helps ensure parents are involved in their child's learning.

Babies and younger children explore their environment happily. They freely investigate a good variety of resources stored at their level, pulling materials to investigate out of a basket or standing at a low table to make marks with big crayons. Staff support babies early communication skills well when they talk to them as they play, repeat words and sing songs and rhymes. Older children learn useful skills and attitudes that prepare them well for the next stage of learning and for school. They listen attentively at circle time, speak confidently and select resources for themselves. Staff skilfully support children's language development when they ask them questions and encourage them to join in conversations. They successfully foster children's interest in books by creating a welcoming area where staff and children can share stories. Children enjoy sitting inside the tent with their friends to look at a book.

Staff make good use of daily activities and routines to develop children's understanding of number and solve simple problems. Staff sing number songs with babies and toddlers and count out the cups. Staff encourage older children to count how many ducks they can see on the river during a walk and children look for shapes all around them in the environment. Staff successfully support children's skills in using everyday technology, showing them how to complete simple programmes on a touch screen tablet and the computer. Babies enjoy pushing buttons on a soft interactive book. Children of all ages enjoy getting messy. Babies crawl into the sand tray or explore gloop with their hands. Older children cut and stick to make pictures and paint at the easel. They have fun in the home corner, dressing up and making tea or making marks with pen and paper in the 'office'. However, at the moment children do not have access to a wide range of resources in the role play area that reflect their diverse backgrounds, lives and experiences.

Children go outside every day in all weathers. Staff make good use of the local amenities, particularly to help children learn about the natural world. Children are fascinated to watch caterpillars grow into butterflies and then release them at the local ecology centre. Staff encourage children to examine plants closely on a local walk along the river by offering them magnifying glasses and children describe what they can see. Staff are currently in the process of developing their own secure outside play space. Children will then have more opportunities to engage in a broad range of outdoor activities across all areas of learning, for instance, building and constructing, making marks and role play on a large scale in the open air.

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

Children are confident and settled in the nursery. They make good relationships with staff and play well together. Babies form strong bonds with their consistent carers. Staff are careful to follow children's home routines when they start, which helps them feel safe and secure. This effectively promotes children's emotional and physical well-being. Staff have a calm, consistent approach. They give gentle support and guidance that helps children behave well, such as reminding them to be kind and to share and take turns. Children quickly become familiar with the routines and expectations of the nursery, show care and concern for one another and behave well.

The nursery is welcoming and well organised. Staff make sure that a wide range of good quality resources are easily accessible to children so they can select things for themselves. As a result, children of all ages grow in confidence and independence as they choose activities, pour their own drink and serve themselves from big bowls at lunch time. Staff are vigilant in promoting children's safety. They check the premises for hazards several times a day and supervise children closely at all times. Children gain an understanding of risks and how to keep themselves safe when they hold on to the banister carefully as they go down the stairs. Staff talk to children about road safety before their walk and remind them why they need to hold hands and stay close together. Children all take part in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's good health well. Children learn to manage their own personal needs when they wash their hands before they eat. Older children know that they need to do this so that bacteria does not go in their tummy and make them unwell. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, to help minimise the risk of cross-contamination. Children benefit from well-balanced meals and snacks that take into account their dietary needs. They help themselves to crackers and fruit at snack time and sit down together for a hot lunch. Children spend time outside every day as part of a healthy lifestyle. They have fun practising their physical skills on the equipment in the park, jumping up and down with both feet or crawling under and over a big beam.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are appropriately vetted and well qualified. All staff attend child protection training. This ensures that they understand their responsibilities towards the children in the nursery and the need to provide a safe environment. There are clear systems for induction and mentoring so that staff are familiar with policies and procedures and know how to carry out their role. All required documentation is in place and records are comprehensive and well organised. The management team monitor staff performance effectively through regular meetings and appraisals and all staff have an individual development plan. This results in a well-trained and supported staff group.

The management team are very committed to continually developing the nursery. They have a good understanding of the learning and development requirements and they monitor the provision closely. They take well-targeted steps to address any areas for improvement that they identify. For instance, they have recently reviewed systems for assessment and planning. As a result, activity plans are more child-focused and staff now monitor children's progress carefully using tracking sheets. Other recent improvements include introducing dance sessions for children following consultation with parents. Staff have also reorganised resources such as creative materials, so children have good opportunities to help themselves.

Staff work closely with parents and value their contributions and suggestions. Staff regularly ask for feedback and consult parents about changes to the nursery, such as additional activities they would like their child to take part in. Parents find staff at the nursery friendly and professional and say they are responsive to their child's individual needs. Parents have access to comprehensive policies and procedures and staff keep them well informed about the day to day provision through the prospectus, newsletters and notice boards. Staff have systems in place to work in partnership with other settings and professionals where necessary so that children experience a consistent approach to their learning and care.

### **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

<b>Unique reference number</b>	EY445935
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	890530
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Millennium Minis Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 7987 9357

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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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Piccadilly Gate  
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