

# Minnie Mouse Day Nursery

Community Roots Enterprise Centre, 88 Soho Road, BIRMINGHAM, B21 9DP

<b>Inspection date</b>	20/05/2013
Previous inspection date	01/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The owner has not taken sufficient action to address previously identified weaknesses. Self-evaluation is not robust enough to effectively monitor practice, target areas for improvement and ensure all legal requirements are met. Consequently, children's welfare and progress is compromised.
- Staff demonstrate a poor understanding of potential hazards to children's safety and risk assessment policies and procedures are ineffective. Consequently, children's safety is compromised.
- Staff supervision and training arrangements do not ensure staff fully understand, and are able to carry out, their required roles and responsibilities. Consequently, children's welfare and progress is hindered.
- Children's enjoyment and learning potential is impeded. This is because staff fail to plan and provide sufficient resources and challenging experiences that reflect children's individual needs and interests, and promote their future learning.
- Children's health is insufficiently promoted because they do not consistently follow appropriate hand-washing routines and soap is not always accessible to them. Furthermore, children under the age of two do not enjoy access to daily outdoor play.

### It has the following strengths

- Babies and the younger children are happy and content because staff looking after them are caring and attentive.

## 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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the provider and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector spoke to two parents and took account of their views.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation in the pre-school room with the nursery manager.
- The inspector conducted a tour of the premises during the inspection.

## Inspector

Carol Johnson

## **Full Report**

### **Information about the setting**

Minnie Mouse Day Nursery was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a community building in the Handsworth area of Birmingham. It is open Monday to Friday from 7.30am to 6pm throughout the year except for bank holidays. All children share access to a fully enclosed outdoor play area at the rear of the building.

There are currently 23 children attending who are in the early years age group. The nursery provides funded early education three- and four-year-old children.

The nursery employs nine childcare staff, including the manager. Of these, six staff hold an early years qualification at level 3 and three at level 2. The deputy has a degree in Early Years Studies and Education Studies. The nursery receives support from the local authority.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

- take appropriate steps to protect children's safety; this specifically refers to ensuring children are not at risk from plastic bags, trailing wires, hazardous materials and toys with small parts
- ensure clear and well-understood policies and procedures are in place for assessing risks to children's safety; this specifically refers to ensuring safe practices are regularly monitored and reviewed, and staff are clear about what aspects of the environment need to be checked on a regular basis and when and by whom they will be checked
- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence.

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

- ensure that all staff have appropriate qualifications, training, skills and knowledge to carry out their roles and responsibilities; this specifically refers to ensuring all staff understand how to suitably manage children's behaviour
- ensure that the named practitioner with responsibility for behaviour management has the necessary skills to advise staff on behaviour issues and to access expert advice if necessary
- improve supervision arrangements to ensure all staff understand their role and responsibilities in promoting the interests of children; this specifically refers to providing staff with opportunities for training, coaching, to discuss practice and procedures, and share any issues of concern
- foster a culture of continuous improvement by implementing effective systems for self-evaluation to obtain a clear view of what the nursery needs to do to develop and to bring about improvements for children
- promote the good health of children; this specifically refers to ensuring that soap is easily accessible to children in order to support effective hand-washing routines
- ensure that outdoor activities are planned and taken on a daily basis; this is in relation to children under the age of two

- plan and provide challenging and enjoyable experiences for children in all areas of learning and development by; using robust observation and assessment of children's learning to identify their next steps, and planning for individual children, taking into account their interests and the next steps in their learning
- provide parents and/or carers of children aged between two and three with a short written summary of their children's development in the prime areas. This summary must identify the child's strengths, and any areas where the child's progress is less than expected
- improve the educational programme for physical development; this specifically refers to providing opportunities for older children to serve and prepare their own food, to help set and clear tables at meal times, and to understand the importance of hand-washing.

## Inspection judgements

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

Staff have a poor understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. Overall, the educational programme lacks sufficient depth and breadth. Children's development is not as good as it should be, and staff fail to accurately assess children's progress and the quality of the experiences provided. Activities and resources provided for children do not sufficiently reflect their individual needs, stages of development and interests.

Staff observe children during play but do not use what they see and hear effectively to accurately identify what children can do, their preferences and any areas needing support. Insufficient learning and development information is exchanged between staff and parents, and the quality of children's learning and development records is inconsistent. Staff caring for children aged two have collected some evidence to inform children's 'Progress check at age two'. However, they have yet to provide parents with a written summary of their child's strengths and any areas in which some support may be needed.

Many of the experiences provided for children fail to sustain their interest and are poorly planned. For example, a member of staff asks children to assemble on the carpet for 'circle time' but not all children listen or respond to her request. Some children carry on with their play, while others eat their breakfast. The member of staff carries on with the activity regardless, ignoring children rolling on the floor and engaged elsewhere. She starts to sing a 'good morning' song, directed at each child in turn, but only some children join in. Other staff are pre-occupied with domestic tasks and continue to talk to some of the children and amongst themselves. Consequently, the atmosphere within the room is not conducive to learning and listening.

Children develop some physical skills as they play outside. For example, they ride tricycles,

balance on upturned plastic crates and climb up the steps to the slides. They take part in some growing activities and through these, learn what plants need to grow and thrive. There is plenty of space in the baby room for young children to crawl, roll and walk. They develop muscle strength as they pull themselves up to standing and walk along holding on to staff or pieces of furniture. Mirrors and musical toys encourage young children to explore and investigate using their senses. They show fascination as they look at their reflections and excitement as they shake bottles filled with different coloured liquids. Staff share stories, songs and rhymes with all the children and these help to develop children's imagination, language and vocabulary. Children have access to a wide range of books and look at these both independently and with members of staff.

Children are cared for in two different groups; children under the age of two are cared for in one group and older children in another. The age range of the older children is from two to four years and there is a noticeable difference in their abilities and needs. However, this is insufficiently taken into account by staff caring for the older group who fail to ensure resources and activities are appropriate for all. For example, two-year-olds struggle to draw with felt-tip pens, and a small plastic slide provides little physical challenge for a four-year-old child. Staff plan and provide some activities that help children prepare for their next stage in learning. For example, they encourage pre-school children to have a go at writing their own names and to recognise some numbers and letters. In addition, staff sometimes ask children open-ended questions and these encourage children's thinking and communication skills. However, staff have not liaised with local schools to find out about teaching methods. Consequently, some staff show little understanding of effective ways to help children recognise letter sounds. The organisation of meal times does not fully support older children's growing independence; they are not encouraged to serve their own food or help to lay and clear the table. This means that opportunities are missed for children to develop good co-ordination and to develop a sense of responsibility. Overall, the quality of teaching is poor; experiences and resources fail to motivate children and staff do not successfully support children's progress in all areas of learning.

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

The provider is not sufficiently vigilant about ensuring children are kept safe and healthy. Risk assessment procedures fail to protect children. Staff fail to notice and understand the risk posed by various hazards that are accessible to children. For example, children are at risk from plastic bags, cleaning materials and trailing electric cables. Furthermore, small objects are easily accessible in a room used by children of all ages and present a choking hazard. Outside, slides are placed on the very edge of the safety surfacing and in the way of children riding bikes. Consequently, there is a risk of children colliding and there is insufficient protection should children fall backwards from the slides. In the baby room, a metal bracket protrudes from the wall at child height and staff fail to identify that this is a risk to children's safety. Adults working in the nursery demonstrate poor behaviour management skills; they do not always provide children with positive role models to follow. Staff often fail to communicate respectfully with children and raise their voices. In return, children frequently ignore staff requests and demonstrate unacceptable behaviour. Many children struggle to share and frequently argue with others over certain toys. On occasions, despite being asked not to, older children open the door from the pre-school

room and wander into the corridor. This means that they can gain access to the kitchen, office and baby changing room where there are many potential hazards. Children do not understand why they should refrain from certain behaviours because staff fail to provide them with explanations as to the consequences of their actions. Consequently, children's safety and well-being is compromised.

Staff ratio requirements are met. However, the poor organisation of staff, routines and the nursery environment has a negative impact on children's well-being and behaviour. Space is not used well and resources are not always attractively presented. Children are able to make some independent choices about their play and learning because an adequate selection of toys is accessibly stored. Nonetheless, their experiences and enjoyment are hindered because staff are unprepared and children do not always receive direction as to how resources might be appropriately used. For example, during the inspection several children noticed a sealed container of craft resources and took it over to member of staff. The staff member opened the container and emptied the contents onto the carpet for children to see; children were briefly interested in the contents but then proceeded to throw them around the room. The member of staff did not check the contents of the container prior to opening to ensure suitable; it contained lots of small items. Furthermore, staff seemed unconcerned by the children's behaviour. Consequently, children's safety is at risk and they are not learning to act safely and sensibly. Also, resources are not used to good effect.

On the whole, children appear settled and enjoy some of the experiences available to them. They happily go to some staff members for comfort, reassurance and support, and sometimes receive warmth and affection. Nonetheless, the nursery key person system provides limited support for children's transitions. For example, key persons ask parents to share some information about their children's home routines, needs and preferences. However, this is not always done when children first start at the nursery and the information gained is not regularly reviewed. Consequently, the ability of staff to provide supportive, consistent and appropriate care and learning experiences for children is reduced.

Staff verbally provide parents, when they collect their child, with basic information about their child's food intake, sleep times and experiences. Some of the parents speak English as an additional language and some require support to understand written and verbal communication. Several of the staff speak various community languages and are able to translate some information and speak to family members in their home language. The nursery has yet to establish effective links with local schools; this reduces the ability of staff to successfully prepare children moving on to these establishments.

Most children enjoy daily access to outdoor play. This means that they experience fresh air and are provided with regular opportunities to run around and expend energy. However, staff explain that the younger children do not go outside every day and this practice does not successfully promote their health and enjoyment. Children are provided with a suitable range of snacks and meals. Children enjoy their food and portion sizes are generous. Furthermore, their easy access to drinking water prevents them from becoming dehydrated. Staff talk to children about the importance of healthy eating, and tell them to wash their hands before touching food and after visiting the toilet. However, they do not

always make sure that children follow appropriate hand-washing procedures. In addition, soap is not always accessible to children. As a result, children's health, and their understanding of healthy practices, is insufficiently promoted.

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

The provider lacks sufficient appreciation of the importance of meeting the requirements of the Early Years Foundation Stage and associated regulations. Consequently, a large number of the requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register are not met.

Children's safety is not protected. This is because risk assessment policies and procedures are inadequate to inform staff practice and effectively minimise risk. Staff conduct daily visual safety checks of the nursery premises and equipment. However, they demonstrate a poor knowledge and appreciation of potential risks to children and fail to carry these checks out effectively. Risks to children's safety are evident and this demonstrates a lack of effective monitoring, both of safety and staff training needs, by the provider. All staff working with the children hold an early years qualification but it is apparent that they have not been given sufficient supervision, guidance and training to effectively fulfil their roles and responsibilities.

Self-evaluation is poor and fails to ensure that children's needs are met and previously identified weaknesses addressed. Methods used by the provider and manager to review and improve practice, lack rigour. Clear action plans and targets for improvement are not in place. The provider is also the manager of the nursery, but she is frequently not at the premises; she relies heavily on her senior staff to take care of staff supervision and the day-to-day running of the nursery. However, the provider does not always ensure that a suitably qualified, capable and named deputy is present to provide cover in her absence. This means that staff are not receiving strong and effective leadership and the provider does not have a clear picture of the strengths and weaknesses of the nursery. The lack of effective monitoring and analysis significantly contributes to the nursery's poor quality and capacity for improvement.

The provider and her staff team demonstrate a sound knowledge and understanding of child protection. All staff have received relevant training and know what to do should they have concerns about a child or an adult working in the setting. Staff confidently describe some of the signs and symptoms of abuse and understand appropriate recording and reporting procedures. The nursery safeguarding policy includes required information and is easily accessible to staff and parents and/or carers. All adults working in the nursery have been appropriately vetted and children are only released into the care of authorised individuals.

Friendly relationships exist between staff and families using the nursery. Parents interviewed during the inspection praise the nursery and remark on how happy their children are to attend. General information about the nursery and children's well-being is shared, between staff and parents, in a variety of ways. For example, information is

shared via notice boards around the nursery and verbally when parents and/or carers drop-off or collect their children. Many families speak English as an additional language and two-way communication is supported by a diverse staff team; many staff speak and/or understand a variety of community languages. The nursery has established adequate links with agencies in the local authority to support the inclusion of children with any special educational needs and/or disabilities. There are no children currently at the nursery who also attend other early years provision; however, staff understand the benefits of partnership working.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare; this specifically refers to specifically refers to ensuring children are not at risk from plastic bags, trailing wires, hazardous materials and toys with small parts (Compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks; this specifically refers to immediately undertaking a risk assessment of the premises and equipment, and ensuring that staff are clear about what aspects of the environment need to be checked on a regular basis and when and by whom, they will be checked (Compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks; this specifically refers to immediately undertaking a risk assessment of the premises and equipment, and ensuring that staff are clear about what aspects of the environment need to be checked on a regular basis and when and by whom, they will be checked (Voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner; this specifically refers to ensuring that all staff know, understand and implement appropriate behaviour management techniques (Compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare; this specifically refers to specifically refers to ensuring children are not at risk from plastic bags, trailing wires, hazardous materials and toys with small parts (Voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner; this specifically refers to ensuring that all staff know, understand and implement appropriate behaviour management techniques (Voluntary part of the Childcare Register).

## 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>	EY426457
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	913817
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	29
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Sinita Kumari
<b>Date of previous inspection</b>	01/09/2011
<b>Telephone number</b>	0121 523 4421

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

