

Mini Me's Nursery

Melbourne Avenue, FLEETWOOD, Lancashire, FY7 8AY

Inspection date

12/09/2013

Previous inspection date

09/05/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 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

- Staff have a good understanding of how young children learn and develop. They observe their children well and plan a wide range of enjoyable and effective activities aimed at making sure children make good progress in their learning and development.
- Staff keep parents fully informed with regard to their children's care and learning. Documentation shared on a weekly basis, promotes parental involvement in children's learning.
- The organisation of the indoor environment across the playrooms, provides children with a wide range of interesting and age-appropriate activities and experiences, to support their learning through play.

It is not yet good because

- Children are not always adequately supervised to ensure their needs are fully met. This is because insufficient staff are available to supervise the youngest children at the beginning of the day and transition procedures across the nursery are inconsistent.
- Children are provided with limited opportunities to develop self-help skills during meal and snack times.
- Self-evaluation is not yet fully embedded. Informal monitoring systems lack rigour and consequently, changes carried out do not consistently demonstrate improvements in practice.

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 staff interactions in each playroom and within the attached outdoor play space.
- The inspector spoke with the registered person, who is also the manager and with staff at appropriate times. A joint observation was carried out with the manager.
- The inspector looked at a sample of children's scrapbooks, planning and assessment documentation and a sample of other records, including policies, procedures and attendance records.
- The inspector took into account the views of children, parents and grandparents spoken to on the day.

Inspector

Hilary Boyd

Full Report

Information about the setting

Mini Me's Nursery was registered in 2011 on the Early Years Register and both the voluntary and compulsory part of the Childcare Register. It is managed by an individual, who is also the registered provider. It operates from a converted school building in Fleetwood, an area of Lancashire. The nursery serves the local area and is accessible to all children. There is an enclosed secure outdoor play area.

The nursery opens Monday to Friday from 8am to 6pm, all year, except for bank holidays. There are currently 113 children on roll, all of whom are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and in addition, the manager has a qualification at level 5.

What the setting needs to do to improve further

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

- ensure that staffing ratios as set out by Statutory framework for the Early Years Foundation Stage are maintained at all times to ensure children's safety
- ensure that daily records detailing staff attendance are maintained and the deployment of staff is sufficient to ensure children are well cared for.

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

- ensure arrangements for transitions between rooms effectively support children to settle and learn as quickly as possible
- provide opportunities for children to further develop their levels of independence and self-help skills during routines, such as snack and mealtimes
- develop self-evaluation, so that targets for improvement are implemented and improvements continually benefit children.

Inspection judgements

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

All staff have a good level of knowledge and understanding of the learning and developments of the Statutory framework for the Early Years Foundation Stage. They understand how children learn and they demonstrate their knowledge through discussions and evidence gathered about children's individual development. Children are provided with a wide range of age-appropriate resources and a mix of adult-led and child-initiated activities, which support their development across all areas of learning. The nursery has a total of four playrooms, which are used for children's care, play and learning. These provide a bright, welcoming and stimulating environment in which children happily engage in play. Pre-school aged children move freely around the room, enjoying independent access to a range of stimulating resources organised across areas of continuous provision. For example, they build using wooden building blocks; act out care routines with the dolls in the home-corner area and use the accessible dressing-up clothes to extend their self-initiated play experiences.

Children develop early literacy skills through child-initiated and adult-led activities. For example, children enjoy sharing books in group activities that are based on their current interests. Accessible resources in the open-plan space provide children with opportunities to move their trucks, filled with sand, up and down the large space. They show excitement, motivation and concentration as they spend time playing with the resources, alongside supportive staff.

Children are developing skills in their physical, personal, social and emotional development and in communication and language. Babies and the youngest children show interest and natural curiosity in exploring the wide range of sensory and exploratory resources available across the baby rooms. For example, babies climb into a textured area, touching and feeling the range of fabrics and sensory resources provided. Staff extend these experiences through interaction and support. For example, staff use feathers to gently stroke a baby's foot. Children learn to handle books as staff sit closely with them, sharing familiar stories together. They have regular opportunities to be physically active indoors, as they crawl through the tunnel, spread the foam over the wipe board and use the slide and trampoline to develop confidence in using their bodies. As a result, babies and young children are developing across these areas of learning.

Children's communication and language development are promoted well across the playrooms. Staff model language well as they talk and interact with all ages of children. They use a variety of strategies to capture children's attention and develop their listening skills. For example, the baby room staff show enthusiasm and excitement through verbal and non-verbal interactions. Staff working with the older children use a variety of action songs and rhymes to support interaction and during story time, leave gaps in sentences, prompting children's involvement in sharing the story.

All children have a learning scrapbook, which records their observations, interests and interactions with resources and each other. They are well presented and reflect regular

observations, both written and photographic. Staff use this information well, to plan and support children's progress through a range of carefully thought out and well-resourced activities. This information, alongside observations, is also recorded in the scrapbook. Therefore, staff clearly document children's learning and development during their time in the nursery. Ongoing assessments of children's progress, including the completion of the progress check at age two, ensure that the activities planned or child-initiated, are focused on encouraging children to make good progress across all areas of learning and development. Staff complete and share transition booklets with feeder schools. This ensures that children are supported for the next stage in their learning, such as moving onto school where appropriate.

Parents are actively involved with their children's care and learning in the nursery. Information is shared by key persons through discussion, parents' contributions are sought on the assessment formats and they are encouraged to add their news to the scrapbooks, which go home on a weekly basis. Staff gather all the relevant information from parents before children start and they then use this information to complete an assessment of each child's starting points, shortly after they start at the nursery. This means that key persons quickly build up a detailed knowledge of the children in their care. As a result, children are making good progress in their learning, in relation to their age and starting points.

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

Children appear settled and content in the nursery because staff focus on obtaining the relevant information through discussions and documentation from parents before children start. For example, parents complete 'all about me' and 'getting to know me' booklets and these provide information about children's individual care routines, their family members and their current likes or interests. This information is then used by staff to support children during their settling-in period. Staff greet both children and their families in a warm and positive manner. A key person is allocated to each child shortly after starting at the nursery. This allows staff to consider, who children form a relationship with during this period. As children move rooms across the nursery, additional information about their individual care and learning needs is collated and shared. Although, this procedure supports the smooth transition for most children as they move rooms, it is not consistently carried out. As a result, the transition process is not yet fully embedded across the setting.

Older children independently go to the toilet to wash their hands, under the supervision of staff. Adequate nappy changing facilities are in place that reflects dignity and respect and meets the individual care needs of babies. A small number of cots are available to support sleep routines and staff use pushchairs during sleep routines, this is in agreement with parents. Children gather together in two sittings, in the open-plan dining area, to share their main meals together. They enjoy meals that are freshly prepared, healthy and meet the individual dietary and parental requests of all children. However, all meals are presented on individual plates and items of snack, such as pieces of fruit, are given to the older children by staff, in small groups in their playroom. Consequently, the organisation of snack does not fully support children's engagement in selecting their own piece of fruit. Mealtimes also provide limited opportunities to develop independence through self-help

skills, such as serving themselves and pouring their drinks.

Staff are responsive, considerate and supportive, as a result, children are developing confidence and they show interest and motivation in their chosen activities. Children are developing an understanding of the importance of displaying appropriate behaviour and learning a sense of right from wrong. This is because staff provide gentle reminders to children, such as how to take turns and they support negotiation skills between children in an age-appropriate manner. All staff praise children's efforts and achievements throughout the day. As a result, children are learning to treat others with respect as they come together during group times and they are developing a sense of emotional well-being.

Children are developing an understanding of how to keep themselves safe, as they use the range of outdoor wheeled resources and jump from wooden logs. Staff are supportive of the younger children as they provide equipment that presents a small element of challenge. For example, young children persevere as they independently climb onto the indoor trampoline and staff sit close by and offer praise on this achievement. Children's familiarity with the environment across the nursery is shown as they happily engage in chosen play activities using the range of equipment in an appropriate and safe manner.

An enclosed outdoor play area is used by children at different times throughout the day. This provides them with opportunities to enjoy fresh air and take part in physical activities. A selection of rubber tyres, wooden logs, balls and a mud kitchen, along with open-ended resources, support the development of small and large physical skills. Children enjoy being outdoors as they show excitement and glee as they move confidently on the two and three wheeled resources, around the environment. This supports their balance and coordination skills. Outdoor experiences are also provided by responsive staff. For example, staff initiated a group activity using beanbags and a parachute, this involved children in matching up the colours of these resources. Children take part in regular trips outside the nursery. For example, the youngest children are taken out in the buggies for a stroll in the local area, as older children enjoy trips to the local library. As a result, children are developing awareness of their local environment and aspects of the natural world.

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

The manager, who is also the registered provider, demonstrates a sufficient knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. However, on the morning of the inspection, the nursery did not ensure that sufficient staff were available to supervise the number of babies present in the room. Although, the staff present, supported their well-being through interaction and their safety was not put at risk as additional staff became available to work in the room. However, the lack of efficient monitoring of morning routines and inaccurate records for staff attendance means that they do not clearly demonstrate the staff available and how they are effectively deployed across the nursery. This is a breach in requirements and compromises children's safety.

Staff are aware of the reporting procedures of the Local Safeguarding Children Board. All

staff have undertaken relevant training and both of the nominated individuals for safeguarding have attended relevant level 2 training. The manager, who is one of the nominated individuals for safeguarding, has a sound understanding of her responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Appropriate safeguarding policies and procedures are in place. These are shared and discussed with parents and displays help to raise awareness of the procedures to follow should any concerns arise. Appropriate recruitment and vetting procedures ensure that all adults working with children are suitable to do so. An adequate risk assessment is conducted on all the areas used by children, including outings. Informal checks are carried out on a daily basis and steps are taken to ensure any additional hazards are minimised and recorded by staff in each room.

Informal monitoring systems take place as the manager observes practice and oversees delivery of the educational programmes. The online self-evaluation form was completed last year and the manager is currently in the process of reviewing it. Contributions are being gathered from staff and recent questionnaires completed by parents, provide some feedback on practice. Action plans reflect brief details of suggested improvements. However, it lacks rigour and the lack of effective monitoring systems means that any developments to practice are not fully evaluated and monitored to demonstrate ongoing progress made over time. Staff meetings and informal discussions are used to keep staff informed about developments. Annual appraisals and regular supervisions means that appropriate arrangements to provide support and coaching for staff are in place. Staff attend relevant training and their ongoing professional development needs are discussed during formal meetings. For example, supervisions of staff, identified training in behaviour management, which the manager then organised.

Parents are greeted warmly and staff share information with them using different methods of communication. Verbal daily updates and for the youngest children, a written log about their routines of sleep, nappies and feeding are provided. Weekly scrapbooks provide information on play and learning. As a result, parents are well informed about their children's care and learning. Information about the nursery is available and presented in a range of ways. This includes the use of displays and these provide information about practice. The nursery's website and social media networking site provide alternative ways to keep parents updated about events. The introduction of social events came from consultation with parents and these provide parents and children with opportunities to play together. Parents speak positively about the staff and the care provided by the nursery. Before children start, all relevant information is obtained from parents through detailed registration forms and updates to any changes are requested, at regular intervals throughout the year. Time spent by the management team and parents going through these and the nursery's prospectus, ensures that both parents and staff can support each other in meeting children's individual needs. The nursery has sound systems to work with other services to engage additional support for children if required and links with schools support smooth transitions onto the next stage in their learning.

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	EY437403
Local authority	Lancashire
Inspection number	909382
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	113
Name of provider	Corinne Pegler and Vincenzo Galota Partnership
Date of previous inspection	09/05/2012
Telephone number	01253 778253

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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.

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.

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