

Minnie Me Pre-School

17th Buxton Scout Hut, Bench Road, BUXTON, Derbyshire, SK17 7PQ

Inspection date	09/12/2013
Previous inspection date	17/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's language skills are supported by good use of open-ended questions to extend conversation skills and they become confident to express themselves. Staff make the most of activities to extend children's learning through play.
- There is a strong commitment to improve the pre-school through detailed action plans and targets.
- Well-qualified and knowledgeable staff have a very good understanding of their responsibilities to safeguard children and protect their welfare. As a result, children play and learn in safety.
- The successful implementation of the key person system enhances relationships with children and their families, as a result children develop trusting relationships and feel secure.

It is not yet outstanding because

- Children's progress is not yet fully tracked to clearly evidence the extent of their progress.
- The pre-school provides fewer opportunities for children to access natural and open-ended resources to enhance imaginative play.

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 in the main hall, which included story time, free play and outdoor play.
- The inspector undertook a joint observation with owner/manager.
- The inspector looked at a range of documentation, including children's learning journey and planning documentation.
- The inspector took into account views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form, action plans and key policies.

Inspector

Christine Walker

Full report

Information about the setting

Minnie Me Pre-School registered in 2009 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a scout hut in the Fairfield area of Buxton, Derbyshire. It is a privately owned and managed by the owner as Minnie Me Ltd. Children are cared for in the main hall with suitable toilet facilities at ground floor level. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, in addition the manager holds a degree and has Qualified Teacher Status and the deputy manager has a relevant foundation degree at level 5. The pre-school opens Monday to Friday, term time only, from 9am until 3pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. The nursery provides free early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school receives support from a local authority development worker.

What the setting needs to do to improve further

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

- refine existing systems to better track children's progress through the Early Years Outcomes document

- enhance opportunities for children to develop imaginative play by providing more open-ended and natural resources.

Inspection judgements

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

The educational programmes provide a good range of interesting and challenging experiences and staff have a secure knowledge and understanding of the needs of children in the Early Years Foundation Stage. The teaching is very effective because staff support children's learning and development in all areas. The high ratio of staff to children ensures all children receive one-to-one support when needed and staff are always available to support children's play. For example, children play with play dough and a member of staff encourages an older child to show a younger child how to roll play dough into a ball, the younger child then manages to roll a ball. Children both receive praise and encouragement. They continue to play with the play dough, making spiders and counting

the legs and using an assortment of tools to roll and cut the dough into shapes, concentrating well on their chosen activity. Talking is a consistently strong aspect of the provision and staff model younger children's language, repeating it back to them. They also effectively use the 'Every Child a Talker' programme to enhance children's knowledge of letters and sounds and make good use of open-ended questions to encourage children to think and as a result, children hold extended conversations with staff. This has a positive impact on children's learning and development and consequently, children make very good progress relative to their starting points. Children are effectively split into groups for music and story times. Older children cover basic phonics as they discuss the sounds of the first letter of their name, talk about visits to see Father Christmas and listen and join in with interest to a short story. Younger children listen in a small group to a story and then sing nursery rhymes and songs together. All this ensures children develop good skills in communication and children who are below expected levels on entry make good progress and begin to close the gap.

The room is set up daily before the sessions starts and staff utilise a selection of screens, benches and movable drawer units to create a well-planned continuous play provision, which covers all areas of learning. The pre-school is well resourced and all areas are frequently updated to ensure they offer sufficient challenge to children and reflect the current topics. For example, a gazebo has been erected to make a home with a Christmas tree reflecting the Christmas season. Staff encourage children's pre-writing skills as the children write their name inside cards discussing who they are going to send them to. The rich, varied environment effectively supports children's learning and development. This ensures children acquire the skills, attitudes and dispositions, which they need to support them in their transitions through the pre-school and beyond. This is because staff provide relevant, developmentally appropriate activities based around children's interests. Therefore, children remain motivated and interested as their learning reflects their wide-ranging interests, ages and stages of development. Children are happy, play well together and form friendships with other children. They learn about sensible risk taking and keeping safe. For example, they know to take care and to wait at the gate into the kitchen as they ask for the dustpan and brush. The organisation of the pre-school and the routines help children to settle quickly and grow in confidence. Staff know individual children well and recognise the importance of children making relationships and feeling secure. Staff have very positive relationships with the children and expectations are high. They are very enthusiastic, give frequent praise and use a broad range of teaching techniques to engage children in the wide range of activities available. Children are happy and confident learners and behave very well. They enjoy the mix of adult-led and child-led activities and display high levels of motivation. Children freely select from the very good range of activities and enjoy their learning in a rich, stimulating environment. For example, children draw, stick and cut with a wide range of available materials, they complete jigsaw puzzles, build with interlocking bricks and enjoy playing with the train track. However, imaginative activities are less well supported and there is scope to offer more open-ended and natural materials to enhance their play. There are number displays around the room and children are encouraged to count and recognise numbers throughout their play. For example, an older child is supported to think how many bricks are left if they move two and how many more they need to make 10.

Children's starting points are gained from parents before they start pre-school. The

detailed 'All about me' form gives the pre-school staff a good understanding of each child's capabilities on entry. Parents update a 'Child information sheet' each term to help staff develop their knowledge of children's abilities, interests and development at home. This also gives parents the opportunity to express any areas that they feel their child needs to develop, ensuring they are involved and consulted in their child's learning. Regular observations are undertaken, together with children's individual next steps, which feed into the planning. This ensures that planned activities help children to make good progress because most are planned to precisely meet their needs. 'Trackers' are maintained to enable key persons to monitor their key children and plan for their future individual learning and development needs and ensure any gaps in learning is targeted. However this is in its infancy and in its current format provides insufficient detailed information to ensure it is fully effective. Parents are very pleased with the information they receive about their child's learning, they know their child's next steps. Key persons talk to them at the end of the session and tell them what they can do help their child move on in their learning. This ensures parents know what their children have been doing while at pre-school and enables them to further support their learning at home. Parents know they can see their child's learning journey record at anytime and know that they can make appointments to talk to their child's key person if they have any worries or concerns. In addition, parents attend regular parents' meetings to talk with their child's key person and share their child's termly progress report.

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

Children are forming warm and secure attachments with staff and each other. They are happy and engaged in their play. Children quickly settle on arrival to the pre-school because the staff are warm and welcoming. The key person system works very effectively to ensure all children's care and learning needs are fully identified and met. As a result, children settle quickly because of the pertinent care given by the key person and other members of staff. Children feel safe and start to become aware of others around them, making friends and seeking out staff for a quick cuddle if necessary. Staff work closely with parents and teachers in preparing children to be emotionally ready for their move on to school. For example, children visit their new school and teachers visit the pre-school to share information to help them become familiar with their new surroundings to help them settle and be ready for the move. The school is provided with up-to-date information and the child's development record to enable them to become familiar with the child's capabilities and interests. The pre-school is an environment rich in print where children see different letters, numerals and words. Children who speak English as an additional language and children who have special educational needs and/or disabilities are further supported by the use of simple signs. As a result, all children are supported to communicate and make their needs known and are gaining the skills and confidence they need to be ready for the next stage in their learning, such as starting school.

Children enjoy a range of visits into the local community. For example, they visit the local park and walk round the estate to count cars and lorries. The behaviour of children is good and they are reminded to say 'please' and 'thank you' at snack and lunchtime. Children choose from a range of healthy snacks of fruit and a light lunch is served cafe style. They carefully pour their own drink and choose what to eat from a range of healthy

foods and fruit. Children serve themselves with tongs or use spoons promoting their independence and allowing them to control portion size. Children's independent skills are further developed, as they are encouraged to put on their coat before going outside. The high levels of staff ensure children are given individual support relevant to their needs. Children are praised for the smallest of achievements, promoting their self-esteem. For example, when they share toys or help staff tidy up at lunchtime. Children are confident and make independent choices in their play. This is because staff place toys and resources on the floor and on easy access drawer units. They actively encourage children to choose what they want to play with, providing additional resources, such as pasta to allow children to make tea in the home corner. The outdoor play area is used well, which is incorporated into children's daily routine. This helps children enhance their physical skills and enjoy time outside in the fresh air while exercising. They pedal bikes, manoeuvre sit and ride cars, build with the bricks and play in the sand and dry rice. Children also have opportunities to learn about the natural world through the planting and growing area.

Staff are good role models, overseeing toileting activities and ensuring children wash their hands. They enhance children's awareness about keeping healthy. Staff talk to the children about the importance of washing hands to wash away the germs, so they do not become ill. Overall, staff effectively promote the good health of children and prevent the spread of infection. For example, staff wear protective aprons when serving lunch. From a young age, children are learning about keeping safe. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the pre-school quickly. Staff explain to children why it is important to help tidy away toys, so that they do not fall over them and hurt themselves. This also helps children learn to take care of toys in the pre-school. Children's work is displayed throughout the room, making them feel valued and acknowledged. The foyer contains information for parents, which helps all children and their families to have a sense of belonging.

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

The manager and staff have a very good understanding of their responsibilities to safeguard children and promote their welfare. This is because they all have regular training in safeguarding and know when and how to seek advice and guidance. As a result, the staff's knowledge is current and ensures children are effectively protected from harm. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. This all helps to ensure children's safety. The manager follows an effective recruitment procedure to appoint people who are suitable to work with children. This includes references, qualifications, induction supervisions and appraisal procedures, as well as Disclosure and Barring Service checks. In addition, a thorough induction procedure ensures that all staff have a secure knowledge of their roles. Students on placement value the support of staff and spoke of the good induction process and how they are made to feel a member of the team. As a result, children receive a high level of care. Good security systems are in place to ensure that no unauthorised person enters the pre-school. For instance, entrance doors are locked and visitors are met at the door and their identity checked. Visitors are signed in and out. The fire alarm is tested regularly. All of this contributes to ensuring children's safety. Risk assessments are updated on a

regular basis and include detailed risk assessments for outings. Staff are well deployed to help keep children safe. Daily checks of the pre-school and outside play area further enhance their safety.

The manager and pre-school staff are highly focused on promoting quality in all aspects of the pre-school. A strong drive for improvement and the evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years. The management team demonstrate a secure knowledge of the learning and development requirements. Children benefit from having a qualified teacher as a manager and all of the staff qualified at level 3 or above. This has a positive impact on the activities provided and the good interactions between staff and children. The staff work well together and this experienced team are dedicated to providing children and families with a pre-school that places strong emphasis on improvement. The pre-school has made exceptional progress since its last inspection. The pre-school has acted on previous recommendations. For example, children's next steps in learning are effectively planned for and key policies are shared with parents on induction and are available for parents to view at anytime. The pre-school has also developed a parents' information leaflet, which gives parents a comprehensive insight into the pre-school's aims, daily routines, a synopsis of key policies and an overview of the curriculum. The pre-school has undertaken a range of audits to identify targets for improvement and uses action plans to identify areas for change and monitor their outcomes. The pre-school also uses the self-evaluation form to document its progress. This is updated annually and parents' views are gained by way of questionnaires. This term the pre-school is trialling a new way of obtaining parents' views and using the forthcoming parents' review sessions to gain their views on the pre-school. This demonstrates their drive and commitment to sustain continued improvement. The pre-school works closely with the nearby school and children's centre and works closely with other professionals involved with children and their families. For example, the speech and language therapists visit the pre-school to work with the staff and individual children.

Staff meet regularly to discuss the progress children are making and identify those who require interventions in their learning. This means that gaps in learning are closing, especially in communication and language where the result of the 'Every Child a Talker' training, currently being undertaken by the pre-school staff team, is evident. The manager ensures key persons make accurate judgements on children's progress, which has led to all children being well prepared for school. Core training is available to staff on a rolling programme and all staff hold a current paediatric first aid certificate. Effective partnerships are in place with parents. Parents receive good information about the pre-school and there is a two-way approach to caring for children. At the inspection, parents spoke highly of the 'excellent staff' and 'really good activities' and the confidence their children have when they leave to start school. The close partnership with parents enables the staff to meet the children's individual needs and maximise 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY405616
Local authority	Derbyshire
Inspection number	879523
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	20
Name of provider	Minnie Me Limited
Date of previous inspection	17/06/2010
Telephone number	07969 485 305

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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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