

# Mini Streamers Childcare

Even Swindon Community Centre, Old School, Jennings Street, SWINDON, SN2 2BG

## Inspection date

Previous inspection date

25/11/2013

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

- Safeguarding is given high priority. Staff are very aware of the importance of keeping children safe. This ensures children are safeguarded well and procedures are understood and implemented consistently.
- The manager leads the nursery staff team well. Effective self-evaluation systems are in place to drive continual improvement on children's outcomes.
- Children behave well and are confident because staff provide clear guidance about what is acceptable behaviour and consistently praise and acknowledge their achievements.
- All children make good progress in their learning and development because they engage in an interesting range of hands-on learning experiences. Their communication, language and problem solving skills are well supported through effective teaching techniques.

### It is not yet outstanding because

- Opportunities for children to develop their early literacy skills in the outdoor area are not available at all times.
- Opportunities for children to use information and communication technology resources and programmable toys are not freely accessible to teach children to explore, understand why things happen and how things work.

## **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 had a tour of the premises and observed children playing in the playroom and the outdoor areas.
- The inspector looked at policies and procedures, accident book, risk assessments, staff and children's details, children's development records and the complaints log.
- The inspector spoke with the owner, manager and staff throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Julie Swann

## Full report

### Information about the setting

Mini Steamers Nursery opened in 2013. It operates from a room within a community centre with direct access to toilets and a kitchen. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens weekdays all year round. Sessions are from 7am until 6.30 pm. The nursery cares for children from age two years. There is wheelchair access. There is an enclosed outside play area available. The provision employs four members of staff. Of these, two hold appropriate early years qualifications and two are working towards a qualification. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. It receives funding for the provision of free education for children aged two-, three- and four-years old.

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

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

- enhance opportunities for children to make marks in the outdoor area in order to promote their early writing skills
- increase opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work.

### Inspection judgements

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

Staff have a good understanding of the seven areas of learning and how children learn. Children are enthusiastic and motivated to learn in this good quality nursery. They demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. This enables them to make decisions in their play and direct their own learning. For instance, a child freely chooses interlocking blocks, which he uses to build an intricate ?rocket?. He then discusses the shape and traces this with his finger, which inspires other children to follow his lead and build their own ?rockets? too. This shows children are confident in having their own ideas and are able to critically review the success of these. Children learn through well-planned, purposeful and challenging activities. As a result, children make good progress in relation to their starting points.

The quality of teaching is good. Staff ask children questions to help them make links in their learning and they give them time to think and respond. For example, when making

?sand cakes? outdoors, staff ask the children why they think the cakes are not ready yet and 'what would happen if they added some more water?'. They engage children in play and give them praise and encouragement to help them achieve what they set out to do. Each child has their own 'learning folder', which includes observations from their key person. Staff have a good knowledge of each child's learning and development needs. They use the information gained from their observations of their interests to effectively plan activities for the next week to help children move forward. Learning profiles are available to parents, and provide them with an overview of their child's progress and development. This, in turn, enhances the opportunities for parents to share information about their child's achievements at home, and further involves them in their child's learning and assessment.

Staff and children regularly talk about number, sorting and describing shapes during their play. For example, they show confidence in counting to ten and staff make the most of chances to extend children's understanding of concepts, such as 'one more' and 'one less' through questioning in everyday situations. For example, during snack time, children are asked to decide how many pieces of orange they have and how many more they would need to make ten, and then how many are left each time a child eats one. However, toys and equipment to support children's developing understanding of technology are not always freely available to extend their learning and interest in this area.

Children make good use of the selection of resources while indoors that support their early skills in making marks, such as, chinks, sand and 'mud'. However, a rich selection of creative resources are not readily available outdoors to enable the children to further practise their early writing for a purpose and is not yet fully explored by staff. For example, there are fewer opportunities outdoors for making a list, leaving a message or putting their name on their creative work, to further enhance their early literacy skills. As a result, children's experiences are not always as rich as possible while outdoors.

There is a strong focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development to provide a solid foundation for all areas of their learning. Consequently, children who are falling behind their peers are quickly identified and those with special educational needs and/or disabilities are well-supported. For children who speak English as an additional language, staff provide dual language words to support children's understanding. This is further enhanced with various visual displays that promote an inclusive approach, so all children take part and are actively involved in their learning. Therefore, children acquire the skills, abilities and attitudes to prepare them well for their future learning and for school.

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

This is a friendly and welcoming nursery where children settle at a pace that suits them and their families. As a result, children develop close bonds with their key person who knows them well. Staff act as good role models and are reassuring and friendly. All children show a strong sense of belonging in the nursery and approach staff with ease to make their needs known. This helps them form secure bonds and promotes their

emotional and physical well-being. Older children grow in independence as they approach the 'snack cafe' to help themselves to a good selection of fruit and a drink. Children's behaviour is good because staff make their expectations of children clear. This enables children to learn to care appropriately for their environment and the resources within it. For example, staff give children gentle reminders and positive praise for tidying away resources and equipment. Children are then motivated to co-operate because staff promptly praise their good behaviour, effort and achievements.

Children understand why it is important to wash their hands before they eat in order to prevent germs spreading and becoming poorly. They independently and confidently follow hand-washing routines after messy play and quickly dispose of paper towels appropriately. Drinks are provided at snack and lunchtimes and drinking water is readily available throughout the day to ensure children are hydrated. Children are encouraged to make good choices about what they eat from an early age. They clearly enjoy the nursery lunch of fresh pasta and vegetables as they readily tuck into this. Children learn where food comes by visiting the local shop. Once there, they buy their own snacks, such as salad and fruit and help to prepare them on their return to the setting. Staff also show children different ingredients used to make a meal, in order for them to see the difference in these once they are cooked.

The staff are well informed of the importance of effective working arrangements with other professionals as required, to support children attending nursery. The nursery is effectively organised, and resources are age appropriate and of a good quality. Children can select resources independently both indoors and outdoors because equipment is stored at age-appropriate heights. Consequently, children can use their imagination, play with their friends and explore their environment confidently. Links with parents and carers are strong. This has a positive impact on the care and well-being of children, and the progress they make in their learning. The good links with their child's key person ensure children's needs are met, and support parents in becoming involved in their child's learning in the setting and at home.

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

The provider, manager and staff fully understand their duty to protect children. There is a comprehensive safeguarding policy and procedure, which staff are aware of. Robust recruitment, vetting and induction procedures ensure adults working with children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure and safe. Each member of staff has attended up-to-date safeguarding training, so that they are aware of all potential risks to children and how these can be minimised. Policies and procedures are updated accordingly to include the use of mobile telephones and cameras within the setting. Accident forms reflect that there are no accidents relating to inappropriate access to equipment that is not age and stage appropriate children. Staff are deployed effectively and the legal ratios are maintained and often exceeded. Staff are fully versed with the whistle-blowing policy should they have any concerns regarding their colleagues' conduct.

Risk assessments are carried out for the setting and reviewed on a regular basis to ensure that child can play in a safe and secure environment. This further promotes good continuity of care and learning.

All policies and future plans are shared with the staff. The provider has one other nursery in the region. Both nurseries work closely together to ensure that support is given and good practice is shared. This is why this relatively new nursery has been able to adopt the best practice from the other nursery and review and make appropriate policies and procedures that meet the requirements of this setting. There are robust monitoring methods that ensure that the educational programme accurately meets the needs of all children that attend. As a result, staff have a good understanding of effective teaching methods and use their knowledge to effectively support children's learning.

Annual appraisals and regular staff meetings are used to discuss any practice issues. Professional development is actively encouraged by the provider and the manager and staff have attended a wide variety of training courses to enhance their knowledge and practice. As a result, staff are better informed to promote children's welfare and safety. Effective staff deployment throughout this secure nursery ensures that children are well supervised and supported. Staff are vigilant and give good attention to daily routines, such as ensuring the daily hygiene requirements of all children are met and often exceeded, in particular nappy changing routines.

Good partnership working with a broad range of professionals help to target, support and review the arrangements for children with special educational needs and/or disabilities. They follow their advice, attend meetings and follow individual plans for the children. This ensures their needs are met appropriately, which enhances and supports their learning. Staff value children's backgrounds and their home languages with effective systems to help children and families with English as an additional language. Good links have been forged with many local schools to help support children. The provider is fully aware of the importance of good communication and partnership working and has a good working relationship with the local children's centre as well as the local authority early years advisor.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY466652
<b>Local authority</b>	Swindon
<b>Inspection number</b>	945194
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Karen Maria Caluan
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07886632741

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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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