

# Little Mumins Day Care

89 Rollinston Street, Leicester, LE5 3SD

<b>Inspection date</b>	04/02/2014
Previous inspection date	18/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		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

- Staff interact well with children, offering them good care and education and as a result, children are happy and achieve well.
- Managers and staff form strong partnerships with parents, which ensures they are kept well informed about their children's accomplishments and can effectively support learning at home.
- The strong leadership and management of the nursery means that staff are supported well and as a result, practice is good.
- Children are protected from harm as the management and staff understand and effectively meet the safeguarding and welfare requirements.

### It is not yet outstanding because

- There is scope to review the organisation to make sure the daily routine does not interrupt children's play or limit their opportunities to make independent choices.
- There is scope to further promote the good health of very young children by increasing the opportunities for them to enjoy fresh air through their access to outdoor 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held a meeting and carried out a joint observation with the manager at an agreed time during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in all playrooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of staff working with children and children's assessment records, planning documentation and a selection of policies and documentation.

## Inspector

Claire Jenner

## Full report

### Information about the setting

Little Mumins Day Care was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the city of Leicester and is managed privately. The nursery serves the local area and is accessible to all children. It operates from two floors and there is an enclosed area available for outdoor play. The ground floor of the premises can be easily accessed by all children through a level entrance lobby directly from the street pavement.

The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including two staff members who have a foundation degree.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 71 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a high number of children who speak English as an additional language and supports children with special educational needs and/or disabilities.

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

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

- review the organisation and daily routine to limit interruptions to children's play and further increase children's opportunities to make independent choices
  
- promote further the good health of very young children and opportunities to enjoy fresh air through even more regular access to outdoor play.

### Inspection judgements

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

The manager and staff have a secure knowledge of how children learn and as a result, teaching is good. Careful consideration is made to the presentation of resources and equipment. This helps to create an interesting and stimulating learning environment. Staff know the children well and plan a good balance of adult-led and child-initiated activities that reflect children's individual interests and next steps. Consequently, children enjoy their time at the nursery, make good progress and develop the skills needed for their next steps in learning. Effective arrangements are in place to ensure ongoing assessments of children's achievements. This includes the necessary progress check at age two years,

which is shared and agreed with parents. Staff work closely with other professionals, in order to monitor and review the progress that children make. This ensures that children with special educational needs and/or disabilities receive a high level of care and support in their learning. Staff speak regularly with parents and their role is given high regard. Parents are encouraged to contribute to the initial assessment of children's starting points to provide a baseline from which to monitor their development. They receive regular feedback at parents' evenings and have easy access to their children's individual learning journals. Furthermore, staff ensure they make themselves fully available, taking time and effort at each handover to talk with parents about the day's activities and children's achievements. This means that parents are given a clear insight into their child's progress.

Children's communication, language and literacy is well promoted across all areas of the nursery. Children of all ages have easy access to a broad range of carefully presented books and reading materials, some of which reflect the range of languages spoken by families who attend the nursery. This contributes to children's awareness of different script and helps them to recognise and value all languages. Consideration is given to ensuring that all children are fully supported and included in the nursery. For example, staff use a range of strategies, such as visual time tables and picture cards, to include and support all children. Staff talk to parents about languages spoken at home and use their own personal multi-language skills to talk with children in English and in their home dialect. This helps to ensure that children can benefit from the opportunities available to them when they begin school and move onto their next stage in learning. Materials to support children's early writing skills are widely available throughout the nursery. For example, very young children watch intently as staff make dots and lines in the sand with their fingers before trying it for themselves. Older children use tools, such as paint brushes, pencils and pens to make marks on paper. Children develop their creative skills and explore media during art and craft activities, where they can help themselves to paper, glue, scissors and pencils. They enthusiastically show their work with staff who respond positively. Through careful questioning, they encourage children to talk about their pictures further contributing to their communication and language development.

Children are introduced to mathematics in a variety of play activities and everyday routines. Staff encourage older children to count the number of building blocks as they build a tower and extend this learning as they 'add' and 'takeaway'. When pouring their drinks at lunch time, they compare cups that are 'full', 'half full' and 'empty'. Younger children enjoy water and sand play and use jugs and funnels to fill containers of various sizes. This gives children good opportunities to explore shape, space and measure. Opportunities for children to learn about the local and wider community are actively promoted. They regularly participate in visits to the library, places of worship and recreational areas and welcome visitors, such as the fire service, to the nursery.

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

A calm and caring atmosphere creates a positive learning environment. Children are cared for by a dedicated key person within a consistent and committed team of staff. This successfully supports children with settling-in, developing strong attachments and having a secure base from which to learn and develop. In addition, staff are positive role models.

They interact well with the children and are kind and courteous towards them. Children are grouped appropriately and allocated their own base room, supporting their feelings of security and sense of belonging. Transitions within the nursery are well managed and staff work together to effectively support children's move from one room to the next when they are ready. Behaviour in the nursery is very good. Children talk warmly about their friends and they play well together. Staff gently remind children of how to behave and stay safe. For example, being mindful of the floor during water play in case it is wet and slippery. Staff use praise and encouragement effectively acknowledging aspects of good behaviour, such as praising children for working well together and sharing. This contributes positively to children's confidence and self-esteem.

Staff clearly understand the importance of good hygiene practices, which they successfully pass onto the children. Older children are encouraged to manage their own personal hygiene and develop their independence, as they confidently use the toilet and help themselves to tissues when their noses need wiping. Young children have their nappies changed regularly by their key person. In addition, they assist them in washing their hands and settles them when ready for a sleep. Children, in-line with parents' wishes, are provided with a hot meal at lunch time or bring their own packed lunch. All children have access to drinks and snacks throughout the day, at set times and through the provision of self-serving snack tables. Staff support children's understanding of healthy eating by offering food that is home cooked and nutritious. In addition, through planned activities, such as cooking, they learn about healthy food choices. Most children have frequent opportunities to be physically active both indoors and outdoors. All children access the outdoor play area and enjoy regular trips into the local community where they make use of recreational areas and parks. However, arrangements to ensure babies and very young children play outside regularly and benefit fully from the fresh air are less effective. Indoors, all children have opportunities to engage in group games and activities, which contribute to their physical development.

The environment is well resourced and each playroom has been carefully prepared to offer children good learning opportunities and make some independent choices. The nursery follows an established routine. Children are familiar with this as staff talk and use visual timetables to help them to understand what is happening next. For example, circle time, snack time and outdoor play. However, on occasion, the 'stop and start' of sessions results in some children's play being interrupted, with fewer opportunities for them to make independent choices. When children reach school age, they move onto a number of schools in the wider community. Staff have established close links with schools and effectively support children's emotional well-being for their successful transfer into their next stage of learning. For example, staff send on transition forms and talk to children about the teachers who will look after them and the activities that they will do.

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

Leadership and management at the nursery is strong. The provider is present everyday and works closely with the manager and staff to meet the children's needs. They all have a secure understanding of safeguarding children and understand what to do if they have a

concern regarding children's welfare. All staff have attended training in this area to ensure they are up to date with current legislation and are confident in their roles and responsibilities. The safeguarding policies and procedures are reviewed regularly. Opportunities are taken to re-visit, discuss and confirm understanding of these at regular team meetings. In addition, all other policies, procedures and records that are kept are shared with parents. This includes accident and complaints procedures to effectively underpin practice within the nursery. Robust procedures are in place to ensure that only suitably checked staff have access to the children, which promotes their safety well. Alongside this, induction procedures ensure that staff know and understand their roles and responsibilities, in order to support and maintain children's well-being. Managers and staff have forged close working relationships, which creates a positive and welcoming environment. In addition, all staff within the nursery have the relevant qualifications or are working towards them. All staff are well supported and encouraged to take further training to increase their skills and knowledge, which has a positive impact on the children as practice develops and continues to improve. Clear and concise risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed and any changes and action taken is noted. All staff remain vigilant to children's safety and undertake daily visual checks on the premises. Children's attendance is recorded accurately to show exactly how many children and staff are present in each room, throughout the day. This demonstrates how ratios and deployment of staff are effectively met. Children's safety is further promoted through effective security procedures. Finger print recognition systems are in place, which allows known persons access to the reception area. All visitors are asked to sign in, their identity checked and they are not left unsupervised.

Partnerships with parents at the nursery are strong. They are happy with the care and learning that their children receive. Parents spoken with on the day of the inspection commented very positively about the supportive and welcoming staff team and 'how they listen to what parents have to say'. They felt that their children were well prepared for school and have made good progress. Arrangements to ensure that parents play a full and active role in their child's care and learning have been implemented. All parents are invited to share in their child's achievements, for example, through daily discussion, access to individual files and parents' evenings. In addition, regular 'play and stay' sessions and parents' workshops provide additional opportunities for parents to see and participate in activities. This enables them to experience activities first-hand and learn more about what their children do when at nursery. All the required information for parents is available in the nursery. They have access to all the policies and procedures and are invited to make comments about the 'policy of the month', which is displayed on the notice board. Additional information, such as menus, daily routines, key persons and activities, are displayed throughout the nursery. Good links are in place with external agencies to ensure children, who have special educational needs and/or disabilities, gain the support that is needed. Established systems are in place to liaise with other providers, such as local schools, to ensure information is shared, in order to promote children's consistent and continuous learning and progress.

The managers and staff are motivated and committed to providing a high quality service to children and their families. Arrangements to evaluate the provision are effective. Detailed development plans are used as working documents to drive ongoing

improvements. In addition, parents are effectively involved in the development of the nursery. Their views are obtained through a variety of means, such as discussion, questionnaires and the 'parents' comments tree'. The monitoring of the educational programme is effective and helps to identify any gaps in children's achievements. Managers monitor staffs' effectiveness with children through observations and undertakes regular supervisions and appraisals.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY452806
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	949053
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Little Mumins Day Care Ltd
<b>Date of previous inspection</b>	18/03/2013
<b>Telephone number</b>	01162620474

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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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