

# Minnie Mouse Day Nursery

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

<b>Inspection date</b>	20/05/2014
Previous inspection date	20/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 have a good understanding of children's stages of development and their learning preferences. They use this to plan interesting activities that focus on children's interests that ensure children are motivated and enjoy their learning.
- There are strong relationships in place with parents. Staff work with parents in close partnerships to support children's overall care and their learning needs.
- Children's developing independence is well promoted through a range of well planned activities that encourage them to enjoy helping and being kind to one another.
- There is a strong management team in place who support staff development well. Children are effectively safeguarded due to effective policies and procedures and a safe environment.

### It is not yet outstanding because

- There is scope to enhance opportunities for younger children to enjoy the sensory experience of making marks in damp sand, paste or paint.
- Opportunities for staff to promote discussions during children's activities that extend their knowledge about why things happen and why some things occur are sometimes missed.

## **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 conducted a joint observation with the manager of the nursery.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the manager and deputy manager of the nursery.
- The inspector observed activities in the two playrooms and the outside learning environment.

## **Inspector**

Susan Rogers

## 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 part of a community building in the Handsworth area of Birmingham. The nursery is open each weekday, from 7.30am to 6pm, throughout the year with the exception of bank holidays. There are currently 30 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded early education for three- and four-year-old children. There are 10 members of staff, who all hold appropriate early years qualifications. There is one member of staff with a qualification at level 6, one member of staff has a qualification at level 4 and the remainder are qualified at level 3. The nursery receives support from the local authority.

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

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

- extend opportunities for younger children to enjoy the sensory experience of making marks in damp sand, paste or paint
- introduce more discussions during children's activities to extend children's knowledge about why things happen and why some things occur.

## Inspection judgements

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

Staff ensure that children enjoy a broad range of interesting play experiences that encourage them to be enthusiastic about their learning. Staff plan for each child's individual needs as they spend time observing and gathering information about their stages of development and learning preferences across the seven areas of learning. There is a positive emphasis on promoting children's learning and staff talk confidently about, which activities promote this further. Staff find out information about children's individual needs as they start in nursery which helps them to develop a clear understanding of their needs and interests. They complete regular and accurate assessments for each child. As a result, they have a good understanding of children's achievements and how they can further be challenged through activities they enjoy. Staff work effectively with other agencies to plan targets for children with special educational needs and/or disabilities.

Activities are skilfully planned to stimulate and encourage children to become actively involved in play. For example, staff in the baby room sit on the floor with children at all times, encouraging younger children to explore and be adventurous. This extends their

physical skills as younger children freely select their preferred activities. Babies enjoy making marks with chalk on both chalk boards and the table promoting their creativity and early writing skills. Staff facilitate this further, by encouraging children to make chalk marks on the floor that can be wiped away at the end of the day. However, there is scope to enhance the opportunities for younger children to regularly enjoy the sensory experience of making marks in damp sand or paint. Babies enjoy using the home corner, where they begin to develop imaginary scenarios. Staff develop this well by modelling words and sentences that support children's actions and ideas. Throughout children's activities, staff demonstrate good teaching and act upon children's ideas and suggestions, by adding additional challenges into activities. Staff observe children's progress and use this to inform their individual assessments. They are knowledgeable and know how individual children like to learn and play. For example, some children find concentrating on group activities difficult, so staff provide them with one to one support and find activities they prefer and enjoy. A progress check for children between the ages of two and three years is completed for all children and their parents are provided with a written summary of their children's development in the prime areas of learning. This identifies the child's strengths and any areas where the child's progress is less than expected and helps staff support the child and close any gaps in their learning. The documented learning journeys and daily diaries for younger babies keeps parents informed of their child's developing interests. Staff work effectively with parents and support them in furthering their child's learning when they return home. Discussions with parents as they collect their child and during parents' evenings, further extend the support offered.

Older children enjoy story time where they sit together in a group. This develops their listening skills, which is good preparation for the next stage in their learning. Staff skilfully engage children in the story and ensure their interest as they change their voices and ask children open-ended questions. This encourages children to discuss the story and build on what they know and understand. Children particularly enjoy using technology to support this activity story, pressing buttons on the book to create sound effects that correspond with the plot. This promotes further discussion and fun as children describe what they hear. Children enjoy a mid afternoon treat of ice lollies as it is a warm day. This promotes a positive social experience for children as they sit together. There is, however, further scope to talk about how ice is made and why it melts. Younger children enjoy using musical instruments to accompany songs and dancing. This develops their sense of time as they move their bodies to sounds they enjoy. This encourages children to imitate clapping or waving. Older children enjoy the challenge of using number to make sense of problems. For example, several children leave the group to have an afternoon nap and children calculate how many children are left by counting backwards. Children who speak English as an additional language are well supported. Staff learn key words in the child's first language and use these effectively to support children in developing their communication skills.

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

Children feel safe and secure in the nursery through the well managed and gradual settling-in sessions. Parents can stay with their child promoting both confidence for parents and child. The key person system works effectively and ensures that children form

warm and caring relationships with staff. Children transfer well into the next room in nursery, as their key person arranges introductory visits and accompanies them at this time. A large window that separates the baby room from the pre-school room, encourages children in the baby room to view their new room and respond positively to the move. Babies enjoy the close relationships they form with staff and easily approach them for a cuddle or reassurance as they play and explore. Younger babies who are learning to crawl and walk are supported effectively by staff. Staff ensure there is a well chosen range of equipment that enables children to pull themselves up to a standing position. This further promotes children's confidence and promotes their sense of security. Children work well towards their independence and enjoy the nursery routines. They wash their hands after outdoor play and before they eat their meals and snacks. Staff place high priority on hygiene routines and encourage children to understand why these are important. They consistently promote children's good health and welfare, for example, younger children regularly have their nappy changed, which ensures they are clean and comfortable.

Children behave well and are learning how to be considerate and kind towards each other. They share toys and resources and through this learn to consider the needs of others. This means that they sit confidently together in groups, as they learn together during story time and discussions. There is now a named staff member with responsibility for behaviour management, who has completed the appropriate training. This member of staff advises staff on how to effectively manage any behaviour issues and accesses expert advice from external agencies that further advise and support staff. Children enjoy taking responsibility and take turns in laying out cutlery, prior to their lunchtime meal. Some children like to help and enjoy helping to wipe tables with a damp cloth after play activities and before lunchtime. This promotes their self-esteem and confidence. Children enjoy nutritious home-cooked meals. They have opportunities to prepare sandwiches and contribute towards making their meals. Planning of their meals is carefully considered to ensure that children have a good balance of nutrients. As a result, the nursery has achieved an award from the local authority, with regard to providing healthy and nutritious meals. Children enjoy eating their meals in a positive social setting. They sit with the staff and discuss, which food they enjoy and which food makes them healthy. Staff are vigilant in ensuring children have sufficient water to drink. There are water coolers in the rooms so older children can help themselves and staff encourage children to drink water regularly when playing outdoors. All children enjoy frequent opportunities to use the outdoors, as the door to the outside play area is frequently left open, during the sessions, to allow children free access to this area. Children learn about the local community as they visit the local library and enjoy story sessions. They learn about the natural world when they visit the local park. They learn about people who help us, as they visit the local opticians and post office. Babies have opportunities to use the outdoors during the sessions and also have opportunities to visit the local community. There is good delegation of staff as managers ensure that there is always a high ratio of staff to children during outings. Staff ensure that children play safely at all times. There are designated staff members that ensure that all areas of the premises are checked, on a daily basis to ensure that both the equipment and play areas are safe. For example, staff in the baby room ensure that all equipment and resources are safe for the younger children. Children are encouraged to keep themselves safe through explanations from staff and through taking responsibility in the nursery. Children sleep in safety and comfort as staff remain in the room, with them, at all times. Staff ensure that the room is quiet so that children can relax

and have an undisturbed sleep. Children enjoy a range of physical activities as they play outdoors. They use wheeled toys successfully negotiating these around small areas during their imaginary play. They use the climbing frame to pull themselves up and enjoy the fun of using the slide. Children are well motivated as they play and learn, which prepares them well for the next stage in their learning.

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

This is a re-inspection following a previous inadequate judgement. The nursery has had three monitoring visits since the last inspection and as a result, there has been a significant improvement in the quality of care and learning provided for all children. There is now a purposeful drive towards further improvement and development. The nursery managers have worked in close cooperation with the local authority advisers and respond well to their expertise and advice. All staff have a good understanding of how to safeguard children. They have attended safeguarding training and their knowledge and awareness in this area is monitored through individual supervision and appraisal sessions. Managers have attended designated persons safeguarding training and understand thoroughly how to support their staff if they have any concerns regarding a child's care. The nursery has put in place firm steps that protect children's safety. Managers ensure that staff understand how to assess risks, as a result, children play in a safe environment where risks are minimised. All staff are clear about which areas of the premises need to be checked on a regular basis and ensure all areas and equipment are safe. There are clear policies and procedures in place that are regularly reviewed. This ensures there are safe well understood practices that ensure children's safety.

Staff are very well supported in their role through a strong management structure. They have regular appraisals and supervision sessions and their practice is monitored by managers and senior members of staff. This information is used successfully to develop staff skills and knowledge and identify their training needs. Managers and senior staff regularly coach staff through modelling practice and observing staff interaction with children. Staff regularly access training opportunities provided by the local authority, which enhances their skills and contributes well towards their professional development. Senior staff are well supported by the owner as they are attending further training at degree level. As result, staff training and professional development has a clear focus on their needs and the children's needs. All staff are suitable for their role and recruitment of new staff is robust. As a result, all staff have appropriate qualifications, training and skills to carry out their role successfully and support children, so they make good progress. The nursery has now appointed a named deputy who is capable and qualified to take charge in the manager's absence.

Staff meet regularly as a group to discuss progress in the nursery. They contribute effectively towards the self-evaluation, which ensures that there is a consistent drive towards further developments and improvements. Some staff and managers regularly visit local nurseries and schools to share positive practice, which further drives forward improvements. The nursery liaises effectively with a range of external agencies to support children who have special educational needs and/or disabilities. Staff liaise with local

schools where children will transfer, providing teaching staff with assessments and information about the children's learning needs. They ensure that parents are fully included in any plans for their child and place significant value on the part that parents play in the child's care and learning. Relationships with parents are strong there are regular parent evenings and review meetings. This enables parents to meet with their child's key person to discuss their progress. Parents are kept fully informed of any new developments in nursery and their opinions are actively sought through discussions and conversations with staff as their child is collected each day. Social events are arranged that encourage parents to become involved in fundraising and so they have opportunities to discuss their child's progress informally. Parents are supported in their role through regular conversations with staff and through their ready access to their child's learning journal.

### **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

<b>Unique reference number</b>	EY426457
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	947945
<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>	30
<b>Name of provider</b>	Sinita Kumari
<b>Date of previous inspection</b>	20/05/2013
<b>Telephone number</b>	0121 523 4421

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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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