

Mini Treasures Day Nursery

Holy Trinity C of E Primary School, Chatsworth Road, DARTFORD, DA1 5AF

Inspection date	05/06/2014
Previous inspection date	29/05/2013

The quality and standards of the early years provision	This inspection:	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

- Close relationships are formed with children and parents and information is shared on a daily basis, ensuring that the needs of each individual child is being met. Staff highly consider the views of parents and children, ensuring a consistency of care.
- The nursery staff pride themselves on reflection and self-evaluation, always aiming to further improve their practice. Effective and focused self-evaluation methods and monitoring of their provision are well established.
- Staff are good role models and rules and boundaries are clear and effectively in place, resulting in children being well behaved. Staff use good strategies to support children as they prepare to move on to school.
- The staff have a good focus and priority regarding safeguarding ensuring that all children are kept safe. The manager uses good systems to monitor staff, ensuring that there is consistently good care and continuous improvements to practice.

It is not yet outstanding because

- Labelling of resources is inconsistent to fully promote children's understanding that information can be relayed in the form of print.
- Children do not always have opportunities to access resources to make marks during their free play to further develop their imagination and build their early writing skills.

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 toured the areas the children use and observed the staff and children interacting.
- The inspector carried out a joint observation with the manager.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke in depth to the staff, children and gathered parents' views.
- The inspector held discussions with staff regarding their observations of children's activities.

Inspector

Kelly Hawkins

Full report

Information about the setting

Mini Treasures Day Nursery operates from Holy Trinity Church of England Primary School, in Dartford, Kent. The nursery registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides care for children aged from three months to five years, when children leave to attend school. The nursery is in receipt of funding for free early education for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 45 children on roll in the early years age range. The nursery is situated in a purpose built port-a-cabin and there are three main playrooms. Children have access to an enclosed garden. Access to the setting and garden is by ramp. There are facilities to leave buggies. The nursery is open weekdays throughout the year, except for public holidays, from 7.15am to 6pm.

What the setting needs to do to improve further

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

- provide further opportunities to develop children's early letter recognition and their understanding that words carry meaning

Inspection judgements

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

Children are keen to engage in play on arrival; they settle quickly into the nursery's warm and friendly atmosphere. Unsettled children are quickly reassured and comforted by staff skilfully using their individual interests. Children have opportunities to make many choices for themselves about what they would like to do and happily move from one activity to another. There is a good balance of adult-led and child-initiated activities for children of all individual children and their abilities and this supports their learning and development well.

Children are invited to participate in many first-hand experiences. These include planting cress seeds and making mud pies in the newly established mud garden, which is a firm favourite of the children, where they dig for pirates treasure together. Activities and play opportunities are planned according to the children's current interests as the staff have good knowledge of all the children as individuals.

The indoor and outdoor learning areas have a variety of large and small equipment and resources to develop children's fine and large motor skills. Children have good opportunities to develop in all areas of learning. Resources and equipment are attractively organised and freely and easily accessible to the children. However, there are few

opportunities for children to experiment with making marks in their free play to fully promote their emerging writing skills as they develop their imaginary games.

Staff make detailed observations of the children as they play and make assessments of their current stage of development, identifying where they may need additional support, and plan clear next steps for the children's learning and development. As a result, children are making good progress in all areas of their development. Staff are actively involved in the children's play, building on the children's skills and effectively provoking their thinking and extending their learning. For example, staff acknowledge and respond to the children's gestures and sounds and encourage them to sing along and join in with action songs. They lead children to sing counting songs after counting all the children at circle time, Staff also use thought provoking open-ended questions, such as 'what do you think will happen if?.' to encourage children to problem solve and think for themselves. Staff introduce new vocabulary to aid language development through reading stories that the children choose, encouraging them to join in and predict what will happen next.

Staff skilfully use a number of techniques and ideas to support the language development of children with English as an additional language, using visual prompts, translated books and flash cards in a variety of languages. The nursery environment and displays are rich with language and children are encouraged to communicate throughout their play and in daily routines. This helps staff to effectively build children's skills in language and communication overall. The environment offers some labels and print for children to explore; however, staff do not always provide children with opportunities in the indoor environment to further promote letter recognition. For example, staff do not consistently use written and picture labels on resources to help children associate the letters and words with the contents.

Parents are encouraged to support their children's learning at home. For example, staff provide parents with information letters explaining how the children should care for their planted cress seeds at home, to provide a consistency of learning. This is something praised by the parents, as they state they feel included and well informed in their children's journey. Staff talk to parents every day, sharing information about the activities children have been involved in and keeping them updated with changes in their children's development. Parents are able to view their children's records of learning at any time and these are displayed in the entrance to encourage parents to input wow moments from home when they arrive at the setting. This shared approach ensures that children are making good progress.

Indoor and outside spaces are effectively organised, ensuring that all ages of children have access to activities. The children have free-flow access between rooms and the outdoor areas. Staff are well deployed to ensure the safety and supervision of all children. In preparation for snacktime, staff encourage children to wash their hands. The children select their choice of fruit, cut it up and pour their own drinks. This helps children gain essential skills in becoming independent, as well as learn how to keep themselves healthy through routine hygiene procedures.

Children are beginning to learn about the wider world. They participate in cultural celebrations and play with toys that depict positive images of race, culture and disability.

In addition, there are eye-level displays and visual prompts to promote children's understanding of difference between themselves and others. Parents are invited into the nursery to share their home language with the children and staff use key words, books and flashcards daily. This demonstrates language diversity is embraced and helps to ensure that all children, their parents and other visitors to the nursery feel valued and included.

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

Children's continuity of care is fully assured as there is an effective key person system in place. Children form secure attachments as they share warm relationships with their key person. New children to the setting, and those that are less confident in their surroundings, receive effective support from their key person. For example, their key person comforts them if they are upset on arrival, takes the child into a quiet room, and using their current interests, settles the child in gradually. Settling-in periods are adapted to the needs of the individual children and this supports them in the move between home and nursery well. Staff spend time with parents at the onset of care to find out about children's individual needs and routines. Staff decide the children's initial starting points and next steps in learning with the parents to provide a consistency of care and learning. Staff also take time to know the children's likes and dislikes, demonstrating good knowledge of each child as an individual.

Staff share warm relationships with the children, they communicate with them at their level and show affection throughout the day. Staff are good role models, particularly regarding manners and behaviour, and as a result all children are well behaved during their time at nursery. Children are encouraged to resolve conflict themselves and do so in a caring manner. For example, staff encourage them to offer each other apologies and a cuddle for children who look sad or need comforting. Children have an understanding of caring for others and gain confidence and independence life skills.

Children are encouraged to develop a healthy lifestyle. They spend time in the fresh air every day and learn about why exercise is good for them, and the effect exercise has on their bodies. For example, children access the freely available water as they tell staff, 'I am thirsty as I have been running lots'. Meals are freshly prepared on the adjoining school site by staff, which children enjoy. For example, they have meals of chicken, vegetables and potatoes, with snacks of a good range of fresh fruit. Children's physical development is effectively promoted. They spend time playing on equipment outdoors on a daily basis. Children thoroughly enjoy riding bikes, digging in the mud kitchen and pouring water in the water tube runs. This helps them develop their skills in manoeuvring and steering around objects, as well as being aware and respect others space.

Staff help to raise children's confidence and self-esteem as they take many opportunities to praise them. For example, they receive warm praise from the staff for demonstrating good manners and for tidying up from their activities before lunch. Children make friends with one another and enjoy spending time with their peers. They are encouraged to share, be kind and show respect for one another. For example, children independently tell each

other that they are going to share together.

Secure arrangements help to support children as they move onto school. For example, alongside their key person, they visit their school and teachers. The children are well prepared for moving to school. Staff support the children who are leaving for school with school dinners over at the school hall, and by providing uniform and brochures in the newly created school role play area. Staff mirror routines and parts of practice of the school. For example, children who are leaving the nursery for school no longer have a picture on their name cards, as they begin to recognise their name in readiness for school. Children are involved in activities and discussions about going to school, which raises their confidence in this approaching change and contributes to their overall well-being.

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

The management team use support from local authorities to monitor resources and staff practice in order to improve the provision for all children. As a result, there is a good system in place to monitor practice. Regular supervisions, peer observations and appraisal helps staff to recognise their own strengths and areas for improvement. The management team use a variety of ways to engage parents in self-evaluation. This includes a questionnaire to gather parents' views about the service, as well as a complaints and compliments suggestion book, which is freely accessible to parents. There is good capacity for improvement. Through staff meetings, management lead the staff team to identify what they do well and where they need to improve. Management has good knowledge of the Ofsted self-evaluation form, and take into account the views of the practitioners and parents. This document has recently been updated to reflect current practice.

The management and staff team have a positive attitude towards inclusion and are committed to treating children and their families with equal concern. They prioritise safeguarding, ensuring that all children are safe due to the extensive knowledge of both the staff and parents in well implemented policies, procedures and displays. Children's safety is assured because staff complete daily safety checks and risk assessments to ensure all the areas the children use are safe. Long term risk assessments and outings are also completed. The management team review and evaluate all risk assessments, and accident and incident forms regularly to help ensure the safety of all the children.

Recruitment and vetting procedures are thorough and all staff complete appropriate checking procedures. Staff who are awaiting Disclosure and Barring Service checks are fully supervised at all times to ensure they are not left unsupervised with children. Induction sessions for new staff thoroughly cover their duties and important aspects of their roles and responsibilities, including how to safeguard children. Therefore all staff are clear about their role and the procedures they must follow.

The management team are continually looking at ways to further involve parents in their children's learning. For example, they are actively developing areas of improvement, such as the garden, which has been recently developed to incorporate the children's interests

and all areas of learning. Parents are very happy with the service they receive. They feel their children are treated as individuals by staff who make it feel home from home. Parents also appreciate that their children's development is shared with them, and that they feel included. Parents comment, they feel valued and welcome, 'making them instantly fall in love with the nursery'.

Secure arrangements are in place for the nursery staff to work alongside other professionals. This means there are effective systems to support children with special educational needs and/or disabilities and they can be fully included in the life of the setting.

Partnerships with other providers where children attend more than one setting, are developed as and when the need arises. This ensures consistency in both their education and care.

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	EY451126
Local authority	Kent
Inspection number	963504
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	42
Number of children on roll	45
Name of provider	Adebukunola Mosebolantan Tawakalitu-Balogun
Date of previous inspection	29/05/2013
Telephone number	07590395339

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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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