

# Mini Steamers

Morris Street Hall, 91a Morris Street, SWINDON, SN2 2HS

## Inspection date

23/06/2014

Previous inspection date

12/08/2013

## The quality and standards of the early years provision

**This inspection:**

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

- Children settle very quickly in the setting and develop strong relationship bonds with staff.
- All children make good progress in their learning and development in relation to their starting points.
- Staff give high priority to safeguarding children and providing a very safe and secure environment for them to play and learn. This means children are well-protected and kept free from harm.
- Children behave well and are confident because staff provide clear guidance about what is acceptable behaviour, and praise and acknowledge their achievements.
- Partnerships with parents are very strong and, overall, they are fully included in the setting and in their children's learning and development.

### It is not yet outstanding because

- Children cannot always easily access for themselves a rich range of media and materials that further enhance their early creative experiences.
- Staff miss opportunities to consistently promote children's independence skills for themselves as, on occasion, staff automatically carry out self-care tasks for children rather than let them do it for themselves.

## 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 children's activities both indoors and outdoors.
- The inspector spoke with the provider and manager throughout the inspection.  
The inspector sampled a range of documents that included, staff deployment, child supervision, behaviour management, children's learning journeys, policies and procedures, and self evaluation.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day and from written questionnaires.

**Inspector**  
Julie Swann

## Full report

### Information about the setting

Mini Steamers registered in 2011. It is located in the Rodbourne area of Swindon, Wiltshire, and has links with the Even Swindon Community Centre, Swindon. Care takes place in one divided room, with associated toilet and kitchen facilities, and an area for sleeping. Children have access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 57 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. The nursery supports children who speak English as an additional language. The nursery is open weekdays from 7am to 6pm, all year round, except public holidays. There are eleven members of staff who work with the children, of these, one has Qualified Teacher Status, five have level 3 and one has level 2. A cook and a cleaner are also employed. The nursery receive 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:

- enhance further the opportunities for children to independently access a rich range of media and materials, to extend their creative experiences
- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves.

## 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 Early Years Foundation Stage and the areas of learning. Staff use regular observations and assessments of what children do and enjoy effectively to understand children's level of achievement, interest and learning styles. The information gathered is then used to help identify areas where children are below or exceeding expectations, as well as their progression since the last assessment. This results in children making good progress, given their starting points and prepares them for their future learning in school when the time comes. The manager demonstrates a good knowledge of the requirements for the progress check for two-year-old children development check. Information and resources are implemented to ensure that this includes all of the required information for parents and others. All of these elements help to enable them to accurately assess children's development and provide relevant information to aid their progress.

Staff encourage children's communication and language development through daily group times. For example, discussions about the weather, days of the week, months and seasons all help to enable children to talk about past and present events, recognise similarities and differences, and increase their understanding the world. Staff engage children in conversation as they play, such as encouraging younger children to name the colours of construction toys and the different shaped blocks they are using. Staff support children to develop a love of books from an early age and how to handle them with care. Children look at picture books and listen to stories with interest to the staff's animated delivery. Staff regularly sing with children and recite rhymes. Staff empower children to make choices regarding which songs to sing. For instance, one young child, despite their lack of language, clearly indicates from their arm motions that they wants to sing 'Wind the bobbin up'. Staff quickly acknowledge this and the child along with others in the group join in with the actions, and words they know, with gusto. This enables children to develop their language skills very successfully. Staff work closely with outside agencies to develop support for children with additional needs, including speech therapy to aid their communication skills.

Children take part in a broad range of activities and exciting learning experiences. Their high levels of engagement reflect positively on their exemplary behaviour. Children have opportunities to make marks and be creative, for example, they draw with a selection of colours and stencils. However, they are not always provided with enough resources, such as a glitter, paint, crayons or paper and clipboards, so that they can make lists or spontaneously make marks during free play. Children have access to resources, which replicate real items, such as a toy toaster. They know to put slices of 'bread' in the slots and to press the lever to make it 'toast'. This shows they understand how things operate. Staff promote mathematical development successfully as children are encouraged to find numbers and write this number in the sand, displaying their confidence with numerals. Staff promote mathematical language as children build train tracks and are encouraged to look for straight or curled pieces, displaying the shape required. Children discuss taller and shorter whilst building towers. Hence, recognition of numbers, patterns and shapes within their play and the environment engages children positively.

Children enjoy being physically active and have regular access to the well-resourced outdoor play area. Children run around and explore their skills using small equipment, such as push and pull resources. Staff discuss children's progress, activities and achievements on a daily basis with parents and also hold regular meetings to discuss this in more depth. Parents comment positively about the progress their children make in their learning and development. They say that their children seem to have fun, busy days. Consequently, they make good progress in their learning and are well-prepared to move onto school when the time comes.

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

Children's needs and individuality are well known by all staff and supported through the use of an effective key-person system. All staff are caring and demonstrate being good role models to the children in their care. They reinforce and praise good manners and

behaviour as they teach children to have a good understanding of right from wrong. This is due to staff having a consistent approach as they teach rules and boundaries that children can understand and relate to. For example, staff talk to children about keeping safe and not to run indoors and children listen attentively to staff as they praise them for sharing and being kind. This helps to develop their personal and social development, through learning to take turns with their friends. Children are supervised carefully by staff and are able to safely manage risks for themselves. For example, they know to be careful when filling their cups with water and that any water spilled must be mopped up to avoid slipping. This enhances their understanding of how to access and take age-appropriate risks in the world around them.

Staff organise an attractive and inviting environment that is exciting and rich in learning opportunities. Careful planning by staff helps to ensure that each space has a clear purpose and provides children with choice to try new experiences. Displays of children's work, photographs and the activities they are involved in, are evident around the room. This helps to promote a sense of belonging. Resources are plentiful and stored at children's level, so that they can make choices in what they do. Children are provided with a healthy and nutritious snack, such as, fresh fruits and raisins. Children enjoy the social snack time as they chat and laugh openly together. Such opportunities help to enable children time to make friendships and build relationships while feeling secure in the relaxed atmosphere, which contributes well to them learning about healthy lifestyles. Children are given good support, time and space to wash their hands and learn why this is important. However, at times staff do not make the most of all opportunities which enable children to gain independence and carry out some tasks for themselves. For example, children are not able to wipe their own noses as staff do this for them.

Staff practise regular fire drills with children so that they are aware of evacuation procedures. Children are well protected within the nursery and there are good security measures. For example, there are locks on all entrances and staff vetting the identity of all visitors and recording the visit, ensuring children are kept safe and secure at all times. Children enjoy a number of celebrations and festivals that help to promote their awareness of different cultures and customs. For example, they learn about Chinese New Year, Diwali and the significance of these events. Staff prepare children well for the transition from their setting to preschool ensuring children are confident to manage their coats and shoes, are able to listen, follow instructions and communicate well. This means children are ready for the next stage in their learning.

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

The management team are fully aware of their responsibilities in meeting the safeguarding and learning and development requirements. Recruitment and vetting systems within the setting are robust, and as a result children are well protected. All staff complete safeguarding training. They demonstrate they fully understand their responsibility to protect children from harm and know what action to take if they have any concerns about a child's welfare. Staff give high priority to safety and conduct comprehensive risk

assessments of the premises. For example, daily checks of all are carried out prior to children arriving. Staff are effectively deployed and vigilant as they supervise children at all times, which along with the ongoing safety checks, help to ensure children play safely both indoors and outdoors. Staff all have a very secure knowledge and understanding of completing a record of accidents and incidents, and record these in detail and ensuring that parents and correct authorities are informed. These along with staffs vigilance and maintaining the required child-to-adult ratios, which are often exceeded, help to ensure that children's safety is upheld throughout their varied sessions.

The newly appointed manager has a very good overview of the settings strengths and weaknesses. The recruitment and vetting of any new staff is robust and their induction is very comprehensive. This focuses on ensuring that staff not only read all of the nursery's policies and procedures, but that they understand these fully. This means staff are confident in carrying out their duties in the expected manner, such as, ensuring children are within sight or sound at all times. Staff implement adult-led activities which are appropriate to individual children's interests and development. These activities further enhance learning and enable all children to make very good progress to the early learning goals. Staff are keen to continue with their professional development and attend training as and when it is made available. Annual appraisals, peer observations and regular supervisions are used by the manager as ways to closely monitor ongoing staff performance. All staff have attended internal behaviour management training. They attend sessions run by the local authority which helps to raise the quality of the setting. They share good practice with their 'sister' setting. This demonstrates a very positive attitude towards ongoing improvement and development.

Effective self-evaluation and practice is undertaken on a frequent basis with the views of parents, staff and children taken into account. Their views are valued and acted upon to enhance the care of the children. 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. Staff follow their advice, attend meetings and follow individual plans for the children. This helps to ensure their needs are met appropriately, which enhances and supports their learning. The manager is fully aware of the importance of good communication and partnership working with the local children's centre, as well as, the local authority early years advisor.

Parents and carers spoken to on the day are positive about the setting and in particular, happy with the two-way flow of information to keep them up to date about their children's time at the setting. Parents receive information through newsletters and informative notice boards, where all key persons photographs are displayed. Staff ensure parents feel welcome in the setting and provide daily feedback, in addition to regular consultations, so that parents are continually involved in their children's learning and development. Links with other providers are effective and promote the sound integration of care and support for all children. Preschools that children leave the setting to attend are encouraged to visit the setting prior to children leaving and good procedures are in place to ensure continuity of care and learning for all children when they move through the setting or on to school.

### **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>	EY437453
<b>Local authority</b>	Swindon
<b>Inspection number</b>	979300
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Karen Maria Caluan
<b>Date of previous inspection</b>	12/08/2013
<b>Telephone number</b>	07886 632 741

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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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