

# Minnie Mouse Day Nursery

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



## Inspection date

6 December 2016

Previous inspection date

20 May 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not complete robust checks on the suitability of staff before their recruitment or on an ongoing basis.
- Babies' physical health is compromised because they are not offered drinks regularly enough.
- Not all parents are kept informed of progress in their child's learning and development or about who their child's key person is.
- The quality of teaching is weak. The provider does not provide sufficient supervision, training and support to help staff understand their roles and responsibilities.
- Monitoring, observation and assessment systems are not effective. Staff do not always check what level children have reached in their learning. This means they are unable to plan for children's individual learning needs. Children are not well prepared for their future education at school.
- Although the provider has carried out some evaluation of the provision, this has not helped her to accurately identify or address key weaknesses.

### It has the following strengths

- The provider ensures that there are sufficient staff caring for children to meet ratio requirements and ensures that the play areas are safe for children.
- Children benefit from nutritious snacks and meals.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ check the suitability of all new staff and ensure that all staff disclose any changes that may affect their suitability to work with children	03/01/2017
■ make sure that fresh drinking water is available to children at all times	07/12/2016
■ improve partnerships with parents and ensure that all parents are provided with sufficient information to enable them to know what their child is learning, how they are developing and who their child's key person is	17/01/2017
■ ensure effective supervision and monitoring of staff provides support, coaching and training to raise the quality of teaching to at least a good level	17/01/2017
■ implement effective systems to observe, assess and monitor children's learning and use this information to identify their individual needs, interests and stage of development and to plan challenging experiences for each child.	17/01/2017

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

- develop effective systems for reviewing all aspects of the provision so that strengths and weaknesses are accurately identified and use the findings to devise targeted action plans that support improvement of the nursery.

## **Inspection activities**

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed activities inside and outside.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff working within the nursery.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider's recruitment procedures are not robust. She does not make thorough enough checks on new employees and does not fully understand her role in checking that staff remain suitable to work with children. The provider's tracking of children's progress and of staff's knowledge and practice is weak. Staff do not have an accurate picture of what children know and can do. This means that any gaps in children's learning are not identified or addressed. Staff have attended some training. However, they do not receive enough guidance and support through effective supervision to raise the quality of teaching. Staff demonstrate clear knowledge and understanding of the procedures to follow in the event of any concerns about children.

### Quality of teaching, learning and assessment is inadequate

Staff are qualified but they do not use their knowledge and skills well enough to provide children with good quality experiences. Activities set out in the pre-school room are often mundane and uninspiring. Children are able to choose whether to play indoors or outside. However, at times when children play outside they are not meaningfully engaged in play and learning because staff do not plan well enough for these occasions and do not provide children with sufficient activities or resources to occupy them. There are no resources set out indoors for children who want to stay inside. Staff do not have a good enough understanding of the different ways that children's learning can be enhanced through play. Babies and younger children are interrupted as they play and explore freely to follow the rigid routine of the nursery. For example, staff ask them to tidy everything away for a story or a planned activity when they are playing and exploring happily. Babies who do not want to sit for the story and try and move away are reminded to sit down, or are seated on a member of staff's lap to restrict their movements.

### Personal development, behaviour and welfare are inadequate

Older children enjoy free access to drinks of water throughout the session and can ask if they are thirsty. However, younger children's health needs are not always met as they are only given drinks with food. As babies are not always able to communicate their needs, it can be some hours before they are offered a drink. Partnerships with parents are not strong enough. Parents and carers receive some information through daily discussions and regular newsletters about the activities and forthcoming events. However, some parents are not aware who their key person is. Staff do not share enough learning and development information with parents so that they can be fully involved in their children's learning. Nevertheless, most parents are happy with the provision. Staff praise children and acknowledge special achievements with reward stickers. This helps to raise children's self-esteem and children generally behave well.

### Outcomes for children are inadequate

Children are not supported well enough to consistently make good progress. However, they do learn some basic skills. Babies and younger children develop confidence in their physical skills as they walk and begin to run in the outdoor area. Older children

demonstrate their small-muscles skills as they learn to use scissors. Children are generally settled, happy and eager to play. However, activities are not sufficiently targeted at supporting children's learning or meeting individual needs. The quality of teaching is too weak and this has a significant impact on the success of children's learning.

## Setting details

<b>Unique reference number</b>	EY426457
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1078984
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Sinita Kumari
<b>Registered person unique reference number</b>	RP910888
<b>Date of previous inspection</b>	20 May 2014
<b>Telephone number</b>	0121 554 7050

Minnie Mouse Day Nursery was registered in 2011. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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