

Mini Steamers Childcare

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



Inspection date	30 January 2017
Previous inspection date	23 June 2014

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

Summary of key findings for parents

This provision is good

- Leaders support the professional development of staff well. For example, they observe staff and hold individual meetings that help to improve practice and teaching skills. Leaders and staff analyse data of children's achievements carefully. They make good use of information about children's progress to make changes to the curriculum where they identify weaker areas in learning.
- Staff use effective systems to observe, plan and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to enable consistent practices throughout the setting. Children make good progress in their learning from their starting points.
- Staff support children who have special educational needs well. They work closely with each other and with other professionals to meet children's care, development and learning needs.
- Children behave well. Staff are good role models for children. For example, they help young children to understand how to take turns, share and be kind to others through clear expectations and boundaries.

It is not yet outstanding because:

- Staff miss opportunities to support all children to understand what is expected of them when there is to be a change in the routine or activities, to allow them to end their play.
- Staff do not consistently make the most of the activities they lead to engage and interest all children, meaning occasionally some become restless and unsettled.

What the setting needs to do to improve further

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

- provide clearer messages to help children understand when there is to be a change in activities so they can finish what they are doing and end their play for themselves
- review the organisation of the activities staff lead to ensure all children are motivated to join in and the activities sustain their interest.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leaders and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation documents, observations, assessments, planning records, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff keep up to date with changes in safeguarding legislation. They have a good understanding of how to report any concerns about children's welfare. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of staff. Leaders support staff well to access training to update their knowledge and improve the quality of teaching. For example, following training staff have improved their understanding of how to build on young children's chosen play to extend their learning. Leaders have good systems in place to evaluate the quality of the provision. They have successfully addressed the areas for development identified at the previous inspection. For example, there are increased opportunities for young children to develop their independence skills and access a wide range of resources.

Quality of teaching, learning and assessment is good

Staff work closely with parents when children first start. They find out about children's likes, interests and abilities so they can plan for their learning from the outset. Staff keep parents fully informed on children's progress, and they share with them how they can support children's learning at home. Staff support babies with good sensory experiences. For example, babies develop an early understanding of capacity as they fill and empty containers with rice. Staff enable children to develop good communication and language skills. For example, as children mix ingredients together to make dough, staff give them the opportunity to talk about the consistency of the mixture. Staff introduce new words to children's vocabulary, such as 'squeezing', as they knead the dough.

Personal development, behaviour and welfare are good

Children are supported well to understand about similarities and differences between themselves and others. For example, staff work in partnerships with parents to create books and displays about children's families and people who are important to them. Staff help children to learn about healthy lifestyles. For example, they talk with children about how eating healthily will help them to build strong muscles. Children have good opportunities to be outdoors on a daily basis and practise their physical skills.

Outcomes for children are good

Children develop effective skills to prepare them well for the next stage in their learning, and their eventual move to school. All children develop good independence skills and try to do things themselves. For example, young children competently serve themselves at mealtimes and dress independently for outdoor play. Children demonstrate good levels of concentration in their chosen play activities. Babies develop an early interest in literacy. For example, they enjoy listening to stories, understand about turning pages and handle books with care.

Setting details

Unique reference number	EY437453
Local authority	Swindon
Inspection number	1069110
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	30
Number of children on roll	43
Name of registered person	Karen Maria Caluan
Registered person unique reference number	RP515276
Date of previous inspection	23 June 2014
Telephone number	01793490888

Mini Steamers Childcare registered in 2011. It is located in the Rodbourne area of Swindon, Wiltshire. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery is open weekdays from 8am to 6pm, all year round, except public holidays. There are 11 members of staff who work with the children. Of these two hold an early years qualification at level 6, four hold a qualification at level 3, and a further three hold a qualification at level 2.

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