

# Minitots Daycare

Minitots Daycare Ltd, St Marys Crescent, Staines Upon Thames, TW19 7HU



<b>Inspection date</b>	30 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Arrangements in place to support the professional development of staff, and to monitor of the quality of teaching, are not yet fully embedded or effective.
- The quality of teaching is variable. Staff do not always plan activities or organise routines effectively to meet children's individual needs. As a result, some children are not always fully engaged in worthwhile activities to support their learning.
- Managers do not yet monitor the progress made different groups of children who attend, to make sure that gaps in achievement are addressed at the earliest stage.
- Staff do not always provide older children with opportunities to develop their independence skills to support them in readiness for school.
- Self-evaluation is not yet fully effective in identifying all areas of weakness within the nursery, or in driving continuous improvement.

### It has the following strengths

- Leaders and managers have a positive attitude towards making the required improvements identified at the inspection.
- Staff are clear about how to identify and address any delays in individual children's development. They work positively with parents and other agencies to help children with special educational needs to progress in their learning.
- Managers and staff work well in partnership with parents. They provide them with regular updates, about their child's daily care, and developmental progress.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve processes in place for the supervision of staff, to ensure there is a continuous focus on driving the quality of teaching, and ensuring staff are provided with appropriate support and coaching</li> </ul>	31/01/2018
<ul style="list-style-type: none"> <li>■ improve the planning and implementation of activities and daily routines, so that children are engaged in meaningful activities which meet their individual needs and provide sufficient levels of challenge and interest</li> </ul>	31/01/2018
<ul style="list-style-type: none"> <li>■ implement systems for monitoring how well different groups of children are learning, so that any gaps in achievement are identified, and appropriate steps are taken to address them at the earliest opportunity.</li> </ul>	31/01/2018

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

- develop self-evaluation so action plans for improvement foster a culture of continuous improvement, and have greater impact on the quality of teaching and learning for all children
- provide pre-school children with more opportunities to develop their independence skills during activities and routines, such as during lunch and snack-times.

### Inspection activities

- The inspector conducted a joint observation with the area manager.
- The inspector observed the quality of teaching, both inside and outside of the nursery, and the impact this has on children's learning and development
- The inspector spoke to parents of children who attend the nursery to gain their views.
- The inspector held a management meeting with the leadership team.
- The inspector spoke to staff about how they support children's individual learning and how they keep children safe.
- The inspector looked at a range of documentation, including policies and procedures, staff suitability checks and records of children's progress.

### Inspector

Carla Roberts

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager has recently implemented systems to monitor staff practice across the setting. However, these are not fully effective or embedded into practice. Staff are not yet provided with regular feedback, or sufficient coaching to improve the quality of their teaching. Self-evaluation is not yet fully effective in identifying all areas of weakness within the setting. For example, leaders have worked hard to improve staff knowledge and understanding of safeguarding. However, there are no clear ongoing plans in place to improve the quality of teaching and learning. Safeguarding is effective. Staff have a clear understanding of what action they must take if they are concerned about a child's well-being. There are clear systems in place to make sure that staff are suitable to work with children when they start at the setting, and on an ongoing basis.

### **Quality of teaching, learning and assessment requires improvement**

The planning of adult-led activities is not always well implemented or fully effective in meeting the individual needs of all children who attend. As a result, children's interest and enjoyment during activities is not always sustained, and they become easily bored and distracted. This limits the amount of progress they can make in their learning. Where practice is stronger, staff communicate well with children to support their language development. They ask open-ended questions and extend conversation during activities. For example, they ask children questions about the objects they make out of play dough and take an interest in what they say. They give children time to talk about the different shapes and colours they identify during flash card activities.

### **Personal development, behaviour and welfare require improvement**

Staff do not always provide a stimulating environment for children. For example, during the lunch and snack-time routines, older children are sat for lengthy periods of time without being engaged in worthwhile activities. There are few opportunities to support pre-school children in developing their independence. For example, when children spread butter on their toast at snack time, staff are too eager to take over and spread it for them. Others are not given the opportunity to try for themselves at all. The areas where children play are welcoming, safe, and secure. There are effective systems in place to make sure that unauthorised persons cannot gain access to children. Children generally behave well. Staff address unwanted behaviour effectively so that children learn the impact their actions can have on their own, and each other's safety.

### **Outcomes for children require improvement**

Leaders do not have a clear picture of the progress made by all groups of children who attend. For example, they do not monitor to make sure that those in receipt of additional funding are making as much progress in their learning as their peers. Babies are starting to learn new vocabulary as they listen to 'We're going on a bear hunt' during story-time. They are enthralled by the pictures in the book, and start to recognise and repeat words. Toddlers enjoy exploring their different senses as they identify plastic insects hidden in ice cubes. They attach meanings to words as they learn that ice cubes are "slippery" and "cold". They develop early mathematical skills as they count the insect's legs and wings.

## Setting details

<b>Unique reference number</b>	EY499177
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1110668
<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>	0 - 8
<b>Total number of places</b>	58
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Minitots Day Care Limited
<b>Registered person unique reference number</b>	RP900744
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01784259100

Minitots Day Care Limited opened in 2006 and re-registered in 2016. The nursery operates from two purpose built buildings located in the grounds of Town Farm Primary School, in Stanwell. It is open each weekday from 7am to 6pm for 51 weeks of the year. The provision also offers out-of-school-care. The setting provides funded free early education for children aged two, three and four years.

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