

Mini Treasures Day Nursery

21 Morden Hall Road, Morden, Surrey, SM4 5JD



Inspection date 4 January 2018
Previous inspection date 20 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Managers do not use effective strategies to monitor and support staff to develop their teaching skills.
- Some teaching is good. However, staff do not consistently employ effective teaching techniques to extend children's learning. For example, they miss opportunities to act on and develop children's own ideas for play. In addition, staff do not frequently promote the development of problem-solving skills.
- While most children settle well, staff and managers do not make it clear to parents how they can support their children, to make coming to nursery for the first time easier.

It has the following strengths

- Children, including those who speak English as an additional language, progress from their starting points. Children develop confidence and independence.
- Staff promote an understanding of healthy practices, such as guiding parents on how to provide healthy snacks. Children enjoy activities that help them to develop positive attitudes towards healthy food. For instance, they grow fruit and vegetables and pay regular visits to a city farm.
- Staff make regular use of observations, to monitor the progress that children make and plan activities to address areas of development that may be weaker.
- Managers involve parents and staff in evaluations of practice, and use their feedback to drive change. For example, they are currently implementing new systems to involve parents more in their children's learning.

What the setting needs to do to improve further

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

	Due Date
■ provide staff with effective support, coaching and training to ensure the continual improvement of practice, especially teaching.	04/04/2018

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

- improve teaching to ensure that all staff consistently employ effective techniques to extend children's learning, including their critical-thinking and problem-solving skills
- help parents to better understand their role in helping children to settle when they first start in the setting.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff and managers are knowledgeable of the signs that may indicate a child's welfare is at risk. They know how to act in the event of a concern. Managers monitor and develop staff practice in relation to keeping children safe. However, they do not apply such focus on improving teaching. For example, the use of questions has not improved since the previous inspection. Leaders support staff to work towards further qualifications and the benefits of some professional development are evident. For example, all staff support language development well following training. However, where there are weaknesses in teaching, managers do not provide effective support, coaching or training to improve these. Managers notice how groups of children progress differently and act to address this to improve the outcomes for all children. For example, they have raised boys' social and emotional development achievement.

Quality of teaching, learning and assessment requires improvement

Staff work in partnership with parents to ensure continuity for children. They inform parents of how they can support children's learning at home. Staff show some good teaching skills. For example, they encourage children warmly and celebrate their achievements. Toddlers show pride when they draw around their fingers. However, teaching is not consistently strong. For instance, there are occasions when staff do not consider what children are learning and lose children's attention. Children have limited opportunities to lead their own play, or to make discoveries of their own. Diversity is celebrated. Children understand the differences that exist between people. For example, they hear and see different languages and learn about celebrations from many different faiths.

Personal development, behaviour and welfare are good

Children develop strong bonds with staff. For example, babies who have recently started to attend the provision get comfort from the staff and develop their self-confidence. Staff prepare children well for when they move on to other settings, such as school. For instance, they teach them to get dressed independently. They help children to feel positive about changes that happen. Staff ensure children understand the routines, and make clear their expectations for their behaviour. For example, children frequently help to set up activities. Children willingly share and work together well.

Outcomes for children require improvement

While babies explore the environment and choose toys, older children find it harder to make independent choices. For example, staff interrupt them before they make their own discoveries. Older children learn skills ready for future literacy, which include developing writing skills and recognising sounds. Some show pride as they name letters by the sound they represent. However, some children are not developmentally ready for the activities they are offered. Children of all ages engage in mathematical activities and develop skills for future learning. Babies find out about shape and space with bricks and shape sorters. Toddlers count pictures of owls, and pre-school children frequently use numbers in play.

Setting details

Unique reference number	EY423126
Local authority	Merton
Inspection number	1094692
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	48
Name of registered person	Sharon Enefa Siwoku
Registered person unique reference number	RP907740
Date of previous inspection	20 April 2015
Telephone number	0208 6486 275

Mini Treasures Day Nursery registered in 2011. The nursery is in Morden, in the London Borough of Merton. It is open each weekday from 7am to 6pm for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children. There are eight staff working with the children, all of whom hold relevant early years qualifications. Of these, three hold qualifications at level 5, three hold qualifications at level 3 and two are qualified at level 2.

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