

St Mark's Mini Mice Preschool Ltd

Mini Mice Pre School, 7 Alton Road, BOURNEMOUTH, BH10 4AA



Inspection date

6 February 2018

Previous inspection date

21 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Managers have worked hard to develop their practice since the last inspection, and the action taken has effectively improved the quality of the provision.
- Children make good progress in their learning. Staff know children well and they tailor the weekly planning of activities to their individual learning and developmental needs.
- Partnerships with parents and other early years settings that children attend are good. Staff encourage parents to get actively involved in their children's learning, for example, by lending books and activities that the parents can use with their children at home.
- Children are happy and settled. They relate well to adults and each other, and they understand how to manage their behaviour and to consider the needs of others.
- Children have good opportunities to develop their early literacy skills. For example, they use pens, paper and clip boards to record appointments and the food that patients want in the hospital role-play area, which helps them to learn about writing for a purpose.

It is not yet outstanding because:

- At times, staff do not make the most of opportunities to extend the activities and play experiences to challenge children's learning consistently, especially for older children.
- Staff do not make the best use of all the play spaces and resources, to support children who learn better outdoors.

What the setting needs to do to improve further

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

- make full use of chances to challenge older children's learning to enable them to reach their full potential
- extend the opportunities for children who prefer to learn outdoors, to enrich their learning experiences.

Inspection activities

- The inspector observed activities indoors and outdoors, interactions between the staff and children and looked at the play equipment and resources.
- The inspector completed a joint observation with one of the managers after viewing activities to discuss the impact of teaching.
- The inspector spoke with the managers, staff and some parents, and talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records and staff suitability records.
- The inspector discussed the systems used to evaluate the pre-school.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management is good

The managers and staff have worked together to develop practice, which has had a positive impact on children's outcomes. For example, staff introduced new ways to plan for the children's learning, which means they focus on each child's interests and organise activities to support what they need to learn next. Managers and staff monitor children's progress effectively and they meet together to discuss children's achievements and to help identify any gaps in their learning. Managers deploy staff effectively to make sure that children receive good care and support. They do observations on the staff to monitor the quality of teaching and support staff to develop their knowledge and skills further. Safeguarding is effective. Managers ensure staff have a clear understanding of their role and responsibility to protect children and the procedures if they have a concern. They use detailed recruitment and vetting arrangements to check staff are suitable to work with children. Managers and staff keep parents well informed about the pre-school provision through regular updates and informal daily discussion.

Quality of teaching, learning and assessment is good

Staff provide children with a good range of learning experiences that motivates them to play and explore. For example, they have fun as they use props in their imaginative role play and negotiate with their friends to decide who will be a doctor or a nurse. This generates lots of excitement and the children eagerly tell the inspector, 'I am helping to make people better'. Staff join in the play, asking questions and modelling new words, to develop children's thinking and language skills successfully. Children access a wide range of creative materials, for instance, they experiment with rollers, thin and thick brushes to make marks with paint. Children show control as they balance, step and move along the stepping blocks outdoors and take care not to bump into others.

Personal development, behaviour and welfare are good

Staff carry out home visits before children begin at the pre-school, to gather information about each child's individual needs to enable them to support children well from the start. Children build warm and trusting relationships. Staff interact in a friendly and caring manner which promotes children's emotional well-being effectively. Children understand they need to share and take turns in their play. They are helpful and quickly find a job to do at tidy-up time, cooperating well with each other. Children know to wash their hands before eating and enjoy serving their own snacks.

Outcomes for children are good

Children are well prepared for their future learning and move on to school. They develop new skills, grow in confidence and show good levels of independence as they select resources. Children listen well in group activities. For instance, they happily join in with familiar rhymes and learn the sounds of the different letters. Children instigate conversations and are confident communicators. They develop good early literacy skills. For example, they enjoy books and eagerly retell their favourite stories to the staff.

Setting details

Unique reference number	EY319500
Local authority	Bournemouth
Inspection number	1086676
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	36
Name of registered person	St. Mark's Mini Mice Pre-School Limited
Registered person unique reference number	RP904238
Date of previous inspection	21 February 2017
Telephone number	07977141675

St Mark's Mini Mice Preschool registered in 2005. It operates from a church hall in the centre of Talbot Village, Bournemouth, in Dorset. The group opens five days a week during school term times. Sessions are from 8.45am until 12.15pm on Tuesday, Wednesday, Thursday and Friday, and from 8.45am to 3.15pm on Monday. A lunch club operates on a Tuesday and Friday from 12.15pm to 1.15pm. A team of eight staff works directly with the children, including the two managers. The two managers are qualified to level 3 in childcare, and three of the remaining staff hold appropriate early years qualifications.

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