

MiniToTs Daycare Limited (Staines)

Burgess Way, Knowle Green, Staines-Upon-Thames, Middlesex, TW18 1YA



Inspection date

9 May 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff develop the good use of mathematical language and understanding during various activities. They provide valuable experiences to build on children's awareness of number, shape and space.
- Leaders are effective in promoting opportunities for staff's continuous professional development, including developing teaching skills. Regular supervision and appraisal meetings enable staff to identify their individual strengths and areas for improvement.
- Children form strong bonds and attachments with staff. Staff support their physical and emotional development with effective teaching, praise and good behaviour strategies.
- Leaders have established effective partnerships with outside agencies to support the needs of the children. Information is shared effectively to support children's next stages of learning.
- Staff know the children well. Children's key persons closely monitor their learning and this helps ensure children are making good progress from their starting points.

It is not yet outstanding because:

- Occasionally, staff do not make sufficient resources available during adult-led activities to help them fully extend all children's learning.
- Leaders have not fully embedded ways to highlight and compare the progress of different groups of children to help accelerate their progress even further.

What the setting needs to do to improve further

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

- review the organisation of adult-led teaching activities and provide sufficient resources to allow all children to extend their learning
- strengthen the monitoring of children's learning, to compare the progress of groups of children more precisely, to help identify how to accelerate their progress to an outstanding rate.

Inspection activities

- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector observed interactions between staff and children, assessing the impact of learning.
- The inspector carried out a joint observation of an activity with one of the owners.
- The inspector looked at written documentation, including samples of policies, welfare and accident records, staff suitability checks and staff training records.
- The inspector observed the quality of teaching indoors and outdoors.

Inspector

Jameel Hassan

Inspection findings

Effectiveness of the leadership and management is good

Staff evaluate the effectiveness of the pre-school to help identify how to develop the provision further. Ongoing self-evaluation is in place and staff reflect on activities and experiences and promote good behaviour and learning. For example, staff have had recent training on supporting children with their behaviour. They implement what they learn and this has helped provide consistency in care and assisted children to learn effectively. The pre-school staff work with other professionals, such as the local authority advisers and schools where the older children move on to. Safeguarding is effective. Staff are knowledgeable about how to protect children and the action to take if they have concerns about a child's welfare. Leaders have developed robust vetting and induction procedures to support them in ensuring that children are cared for by suitable adults. Parents are confident and pleased with the pre-school provision and feel well informed about how their children are progressing.

Quality of teaching, learning and assessment is good

Staff interact purposefully with the children and get down at their level. They successfully join in with their play, providing challenge and following their interests. Staff engage children in conversations and they use questioning effectively to extend on children's thinking and learning. Staff place a high priority on developing children's communication and language skills. For example, staff model mathematical language well to all children, including those learning English as an additional language. Younger children enjoy a range of sensory experiences. They are able to explore different textures in the sand and water. Children use play dough to fire their imagination. For example, they believed they were cooks making biscuits of all sizes and shapes out of the dough.

Personal development, behaviour and welfare are good

Children learn about appropriate ways to behave. Staff are good role models using effective strategies with children to support them in learning right and wrong. The environment is supportive of learning, with a range of activities and resources that children can readily access. Staff provide consistent support and offer good levels of praise and encouragement, especially when children take risks in their learning. For example, children enjoy being physically active developing their coordination skills and have daily opportunities to keep healthy. They have the freedom to jump from different heights while negotiating a planned obstacle course, safely supported by the staff. Children develop their independence skills. They prepare for lunch by washing their hands and learn how to feed and tidy up after themselves.

Outcomes for children are good

Children from a young age become respectful in their imaginary play. They take a real interest in working together, cooperating, developing their social skills by taking turns, being patient and sharing resources. Older children are being supported to be ready for school and are developing their literacy skills and self-sufficiency. Children gain good abilities and skills to support their future learning.

Setting details

Unique reference number	EY500638
Local authority	Surrey
Inspection number	1049081
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	2 - 5
Total number of places	35
Number of children on roll	38
Name of registered person	Minitots Day Care Limited
Registered person unique reference number	RP900744
Date of previous inspection	Not applicable
Telephone number	01784259100

MiniToTs Daycare Limited (Staines) registered in April 2016. It operates from within the premises of a Scout hall in Staines, Surrey. The pre-school opens each day from 8am until 6pm all year round, with the exception of bank holidays. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs nine staff, all of whom hold relevant qualifications; two at level 6, five at level 3 and two at level 2.

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