

Mini Merrys Private Day Nursery

37 Hepscott Drive, WHITLEY BAY, Tyne and Wear NE25 9XJ



Inspection date	20 August 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 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

The provision is good

- Managers are dedicated and passionate in their drive to provide high-quality care and learning for all children. Effective self-evaluation includes the views of staff, parents and children. Managers continually identify and address areas for development and make ongoing improvements to children's enriching learning experiences.
- Parents are very complimentary and express how happy they are with the service provided. They say that their children enjoy attending and they are happy with the level of progress their children are making.
- Children make consistently good progress in all areas of their development. Staff regularly observe and assess children's progress and plan for their individual learning based on a good knowledge of each child's stage of development.
- Children are confident and happy in this warm and welcoming nursery. Staff are always on hand to offer gentle reassurance and praise. Children develop high levels of self-esteem and pride in their achievements.
- Staff help children to develop an understanding of boundaries and of behavioural expectations. They are positive role models who help children learn how to cooperate with each other, share and take turns.
- Staff encourage children to become independent. For example, older children take care of their own hygiene needs, such as washing their hands at appropriate times.

It is not yet outstanding because:

- On occasions, staff do not always consistently support boys in developing their early independent writing skills.
- Few opportunities are provided for children who speak English as an additional language to develop and use their home language in either their play or their learning.

What the setting needs to do to improve further

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

- plan even more effectively to help to encourage and support boys independent writing
- provide more opportunities for children who speak English as an additional language to develop and use their home language in play and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff are fully aware of their individual roles and responsibilities to protect children from harm and the procedures to follow if they are concerned about a child. The premises are safe and secure and there are robust arrangements in place for the recruitment and selection of staff. All staff receive training to help them to develop new skills and knowledge. The extent and range of completed training, including child protection, first aid and safeguarding training, has had a positive impact on improving children's well-being. The manager carries out regular checks on the progress that children make. This ensures children receive the support they need to make good progress. Managers gather the views of staff, parents and children to evaluate and continuously improve the nursery. For example, they have ambitious plans to develop the outdoor area.

Quality of teaching, learning and assessment is good

Staff plan a broad range of stimulating activities indoors and outdoors that engages and sustains children's interest and motivation for learning. For example, older children make good use of a range of materials outdoors to create homes, boats and pretend camp fires. Toddlers explore a wealth of sensory experiences as they experiment with dough, fresh herbs and coffee beans. Staff provide clear explanations and demonstrations that help children learn to use resources and develop new skills. For example, staff support a young child to use scissors successfully. The success enthuses the child who then concentrates hard perfecting this new skill by snipping the fresh herbs. Babies explore their immediate environment with great enthusiasm and confidence. They eagerly communicate with staff who show a real interest in what they have to say.

Personal development, behaviour and welfare are good

Staff are very responsive to children's emotional needs. They are exceptionally caring and children develop very strong relationships with them. Effective arrangements are in place to support children emotionally as they move to new groups in the nursery. Children forge friendships and learn to work together during their play activities. For example, two children help each other problem solve as they decide how they are going to use the blocks to make a tower. Children eat healthy snacks and nutritious meals. They have daily opportunities to be physically active and to play and learn outside. For example, older children thoroughly enjoy practising using a bat and ball and successfully develop their skills in catching and throwing.

Outcomes for children are good

All children make good progress and develop the skills they need in readiness for school. Children are developing good communication skills. Older children competently talk to staff about what they are doing and express their ideas. Babies respond well when staff sing to them and enjoy looking at picture books. Older children's mathematical skills are developing well. For instance, they count accurately during their play and use mathematical language to make comparisons about size. Children are also developing literacy skills. For example, they are able to recognise their name and are beginning to experiment with different sounds that letters represent.

Setting details

Unique reference number	EY500554
Local authority	North Tyneside
Inspection number	10059501
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	31
Number of children on roll	62
Name of registered person	Mini Merrys Day Nursery Partnership
Registered person unique reference number	RP901180
Date of previous inspection	Not applicable
Telephone number	0191 4359426 and 0191 5977573

Mini Merrys Private Day Nursery registered in 2016. The nursery employs 13 members of childcare staff. Of these, two hold qualified teacher status, one holds an appropriate early years qualification at level 6, two hold appropriate early years qualification at level 5, one at level 4, three at level 3 and one is unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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