

Mini Treasures Children Centre

Merryfield, Sultan Street, Camberwell, London SE5 0XG



Inspection date

6 September 2018

Previous inspection date

6 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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

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

- Some staff do not help children to understand their feelings or explain what is expected and why in a supportive way. This does not encourage children's emotional development and well-being.
- Staff do not inform parents when changes are made to their child's key person, in line with requirements to fully involve parents in their children's care and learning.
- Not all staff understand how to extend children's learning during planned activities and routines, such as meal times. They do not always listen to what children tell them and build on their knowledge.
- Not all staff know how to identify and respond to all safeguarding concerns, such as allegations made against staff.

It has the following strengths

- Leaders have implemented a variety of systems and procedures such as regular supervision and a programme of training to make improvements since the last inspection.
- Children's differences are valued and children treat each other with care and respect.
- Staff actively encourage children who speak English as an additional language to develop their home language, as well as English, and this has helped some children to settle more easily at the setting.

What the setting needs to do to improve further

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

	Due date
ensure that all staff manage children's behaviour in a way that supports their emotional development and helps children learn what is expected and why	28/09/2018
keep parents informed of any changes to their child's key person	28/09/2018
improve teaching and learning, particularly in the toddler room, so that all staff understand how to extend children's learning during planned activities and routines, such as meal times	19/10/2018
ensure that all staff can identify and respond to safeguarding concerns, including how to identify children at risk of female genital mutilation and the procedures for reporting allegations against staff.	28/09/2018

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

- improve the systems for the assessment of children, particularly in relation to their starting points and the two-year progress check, in order to evidence the involvement of parents in the process.

Inspection activities

- The inspector observed activities both indoors and in the outside area.
- The inspector spoke to children, staff, and leaders at appropriate times during the day and held a meeting with the setting's leaders.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records and assessments, leaders' self-evaluation and action plan, evidence of training and a range of other documentation, including policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders have ensured that staff receive regular supervision, training and attend team meetings. This has improved the quality of teaching in most rooms. However, they are at an early stage of implementing systems to observe and monitor practice. As a result, practice, such as how adults interact with children and meet their emotional needs, varies across the setting. Safeguarding is effective. However, not all staff know how to identify some potential safeguarding concerns, such as children who might be at risk of female genital mutilation. They know to report any allegations of abuse against staff to the manager, in line with their procedures. However, some staff do not know what to do if the manager does not follow the procedures.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Adults in the toddler room do not use what they know about children to extend their learning. For example, when a child tells them something about themselves, the adults do not show interest. They miss the opportunity to find out more or bring other children, who need support to develop their social skills, into the conversation. However, adults are skilled at developing the language and communication skills of babies. For example, they greet babies and count with them in their home language. Adults who teach pre-school children extend their learning well while playing with them in the home corner. For example, when a child is shopping for fruit and says he doesn't have any money, the adult provides the resources for the children to make their own money. Since the last inspection, leaders have implemented systems so that all children are supported by a key person. However, parents are not informed of changes to their child's key person. As a result, they do not always know who is caring for their child in order to build a relationship with them.

Personal development, behaviour and welfare require improvement

Staff are not always skilful in supporting toddlers to manage their emotions. For example, when a child is frustrated at having to share, he is not dealt with in a caring manner or given the opportunity to communicate his feelings in a calm way. However, staff working with babies do understand how best to support their development. For example, they sing to babies and cuddle them as they learn to take turns and wait patiently for their friends to come down the slide. Staff and pre-school children communicate with mutual respect. Staff support children to be healthy by talking to them in their play about foods that are good for them.

Outcomes for children require improvement

Children make steady progress from their starting points. However, the inconsistencies in the quality of teaching mean children do not make as much progress as possible. For example, when toddlers demonstrate that they know that a 'one' and a 'nine' is 'nineteen', adults do not extend the activity to support their development to the next stage. Babies learning to walk are supported by adults who hold them to stand and provide resources to hold and push along. Pre-school children are confident and they use their imaginations well.

Setting details

Unique reference number	EY449168
Local authority	Southwark
Inspection number	10070746
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	80
Number of children on roll	80
Name of registered person	Mini Treasures Nursery Ltd
Registered person unique reference number	RP907739
Date of previous inspection	6 April 2018
Telephone number	02077082700

Mini Treasures Children Centre registered in 2012. The nursery is open each weekday from 7.30am to 6.30pm all year round. The out-of-school club is open each weekday from 7.30am to 9.00am and from 3.30pm to 6.30pm, during school term time. The holiday playscheme is open each weekday from 8.00am to 6.00pm, during school holidays. The provider receives funding for free early education for three and four year olds. There are 13 members of staff who work directly with children.

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