

# Mini Treasures Day Nursery

21 Morden Hall Road, Morden, Surrey SM4 5JD



<b>Inspection date</b>	12 December 2018
Previous inspection date	4 January 2018

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires improvement	3
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

### This is a provision that requires improvement

- Contingency arrangements for changes in the staff team and staff's absence are ineffective. This impacts on staff's ability to fulfil their roles in relation to key-person responsibilities.
- The systems to monitor and support staff's practice are not yet effective. As a result, the quality of teaching and learning across the nursery is not consistent.
- Self-evaluation is not successful. Leaders and managers do not always ensure that areas for improvement are addressed in a timely manner.

### It has the following strengths

- Staff support children effectively to learn how to manage their emotions and feelings. Children behave well and are encouraged to respect their friends and share toys with one another.
- Parents make positive comments about the quality of care provided by staff. Children, including those who are learning English as an additional language, become confident speakers. They share their experiences and ideas in one or more language.

## 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 an effective key-person system is in place to provide a settled relationship for children, so that children's welfare, emotional development and individual learning needs are addressed effectively	01/01/2019
implement effective systems to provide support, coaching and training to staff, and to identify specific support and training so that teaching skills are improved	01/01/2019
improve the monitoring of the curriculum to ensure that all children are accessing a broad range of experiences that will support them in their next stage of learning.	01/01/2019

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

- ensure that self-evaluation is effective and that identified actions are addressed in a timely manner.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching and risk assessments.
- The inspector held a meeting with the provider to discuss aspects of her leadership and how she supports staff.
- The inspector looked at a sample of documents, including children's records, staff's supervision records and staff's training certificates. She talked to parents and staff during the inspection and took their views into account.

### Inspector

Catherine Greene

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider's evaluation of practice has not been rigorous enough. In addition, staff meetings are not being used successfully to identify and address development areas with staff. Although the provider maintains staff-to-child ratios and staff generally supervise children well, the deployment of staff and sharing of information about key children are not always effective. This does not always support children's overall learning experiences. Safeguarding is effective. The provider ensures that adults are suitable to work with children. Induction enables staff to understand the procedures to follow if they have any safeguarding concerns. Risk assessment procedures have been improved to support the management of a safe environment for children. For example, additional measures have been added to secure garden sheds and fencing in the outdoor area. Managers evaluate the provision, although they do not always address the areas for improvement in a timely manner.

### Quality of teaching, learning and assessment requires improvement

Leaders and managers are developing systems to monitor the quality of teaching. For example, they track children's progress and share information with parents. However, leaders and managers do not ensure that all staff are able to assess children's abilities and interests accurately to inform planning. Staff do not always notice when less confident children need further support or encouragement during adult-led activities. Staff do use some effective teaching methods during child-initiated play. They model language clearly, demonstrate tasks and make suggestions to extend children's ideas. Staff encourage children's communication skills well, including those children learning English as an additional language. Staff develop children's understanding of numbers and counting as they fully engage in their role play.

### Personal development, behaviour and welfare require improvement

Staff do not consistently plan the environment to provide suitable care for children. In addition, they do not always communicate well enough with each other in the absence of children's key persons. This means they are not always fully aware of children's care and learning needs. Overall, children show confidence when choosing resources and deciding where they want to play. They are beginning to learn to take turns and share resources. Staff are sensitive role models and demonstrate considerate behaviour. They teach children how to deal with minor disagreements.

### Outcomes for children require improvement

Overall, children make progress from their starting points and develop good social skills. However, the weaknesses in the quality of teaching do not help children to make good progress in their learning consistently. Older children gain some of the skills they need to be ready for the move to school. All children's physical skills are developing well as they enjoy regular access to the garden. They confidently use cars and bicycles to ride in a circuit. They are increasing their independence skills and are keen to help at tidy-up time. They confidently count, recognise numbers and learn about different letters and sounds. Babies enjoy sensory resources as they explore the texture of rice.

## Setting details

<b>Unique reference number</b>	EY423126
<b>Local authority</b>	Merton
<b>Inspection number</b>	10070768
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Siwoku, Sharon Enefa
<b>Registered person unique reference number</b>	RP907740
<b>Date of previous inspection</b>	4 January 2018
<b>Telephone number</b>	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 8am to 6pm for 51 weeks a year. The nursery provides funded early education for three- and four-year-old children. It employs nine staff, including the manager, and all but one hold recognised childcare qualifications.

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