

# Mini Mees Child Care

Rochdale Metropolitan Borough Council, Healing Street, Rochdale OL11 1AZ



<b>Inspection date</b>	4 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The new manager has accurately identified the areas of weakness within the nursery. However, due to staff changes, there is not a suitably experienced and qualified deputy manager in place to support the manager to fully address these weaknesses.
- The observations and assessments made of children's learning in some cases are not accurate. Therefore, the manager and staff do not have an accurate picture of the progress children are making.
- The manager has recently introduced new procedures for the supervision of staff and the monitoring of their work. However, it is too early to see the impact of these systems on the quality of teaching. As a result, the quality of teaching is not consistently good.

### It has the following strengths

- Partnership with parents is good. Parents and grandparents speak very positively about the friendly, kind staff. Staff involve parents in their children's learning and the life of the nursery. For example, parents recently joined their children and staff for a continental French breakfast.
- Children are developing their early independence skills and ability to assess their own risks. For example, children immediately recognise the risks of spilled rice on the floor. They act promptly by sweeping the rice up using dustpans and brushes.
- Staff provide a homely and welcoming environment. As a result, children are settled and happy. For example, they take off their shoes when they arrive and enter the nursery with confidence.

## 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 there is a named deputy who is capable and qualified to take charge in the manager's absence	03/05/2019
ensure assessments of what children know and can do are accurate and use this information to plan experiences that are tailored to meet children's individual learning needs	03/05/2019
ensure that staff receive appropriate supervision and coaching to raise the quality of teaching to a consistently good level.	03/05/2019

### Inspection activities

- The inspector had a tour of the nursery and observed children during their play indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and grandparents spoken to on the day of the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed the quality of teaching and the impact this has on children's learning and emotional well-being.
- The inspector discussed the nursery's self-evaluation and action plans.

**Inspector**  
Stephanie Nixon

## Inspection findings

### Effectiveness of leadership and management requires improvement

The nursery has had a recent period of unsettlement, including staff changes. The manager has worked in partnership with the local authority to produce detailed action plans to address these weaknesses. For example, there are new planning and assessment procedures. However, due to the short time these systems have been in place, some assessments of what children know and can do are not consistently accurate. In addition, the manager has implemented new systems to improve the quality of the educational programmes and support for staff. However, at present, the quality of teaching across the nursery is inconsistent. In addition, there is no named deputy in place to provide additional support to the manager to implement these action plans. Safeguarding is effective. Staff have completed relevant safeguarding training and are aware of the procedures to follow if they are concerned about the welfare of a child.

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

Children enjoy their time playing in the mud kitchen. They mix mud, rice and flour to create a potion. This helps to promote their emerging creativity skills. Staff are beginning to plan activities to meet children's interests. For example, they provide a hairdressing activity for children who have recently visited the hairdressers. However, some activities are not planned well enough to meet children's individual learning needs. For example, during a circle time activity, staff sing a nursery rhyme which is not challenging enough for older children. As a result, some children are bored and leave the activity. Staff are well qualified and understand how to plan for children's development. However, they are unfamiliar with the new planning and assessment systems. As a consequence, some assessments are not accurate and the progress all children are making is unclear.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff promote good behaviour with positive praise and encouragement. Children listen to instructions well, such as during tidy-up time. Children's health and well-being are promoted well. For example, staff take immediate action when children show signs of being unwell. In addition, children's dental health is encouraged as they brush their teeth and have regular visits from the dental nurse. Children show good independence and physical skills. They competently dress themselves for outdoor play and pour their own drinks. Children have opportunities to learn about the wider community. They take regular trips to the local shops and go on bus rides.

### Outcomes for children require improvement

Children are developing some skills to prepare them for the next stage in their learning, including the transition to school. For example, older children's communication and physical skills are developing well. They work together to create a road using large planks of wood. They discuss and negotiate the best ways to manoeuvre the planks, which demonstrates their problem-solving skills. Children also show awareness of how to care for living things as they carefully place a worm in the bug hotel. However, the current weaknesses in the quality of teaching and accuracy of assessments are having an impact on the progress children could be making.

## Setting details

<b>Unique reference number</b>	EY543515
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10097301
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Mee, Nicola Jane
<b>Registered person unique reference number</b>	RP543514
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01706 433872

Mini Mees Child Care registered in 2017 and is located in Rochdale. The nursery employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, four hold appropriate early years qualifications at level 3 and two hold appropriate qualifications at level 2. The nursery opens from 7.30am until 5.30pm on Monday to Friday, all year round, with the exception of bank holidays and two weeks at Christmas.

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