

Mini Vip's Childcare

Oaklands, 16 Gretton Road, Cheltenham GL54 5EG



Inspection date	24 April 2019
Previous inspection date	29 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- Members of the management team have made positive changes to enhance and improve the provision since the last inspection. They have better systems for monitoring staff and continuing their professional development. Recent training on observing and assessing children has supported staff in providing activities that meet children's needs, interests and next steps in learning well. Children make good progress in their development.
- Managers listen to feedback from parents, children and staff to enhance the play spaces for children. For example, they have renovated the toddler outdoor area, providing a cover so that it can be used in all weathers. Indoors they have added more natural materials and sensory toys for the children. Children develop confidence as they explore the new toys and show good levels of self-esteem.
- Key persons make accurate assessments and monitor children's achievements. They share these regularly with parents, including through talks at the end of the day and parent meetings each term. Staff provide ideas for parents to support children at home and enhance their development. Children benefit from consistent learning experiences at home and in the setting that support their development well.
- Staff build good relationships with other professionals. They quickly identify when children need extra support and work with others to ensure children's needs are met well. All children, including those with special educational needs and/or disabilities or who speak English as an additional language, achieve well.
- On occasions, staff do not explain what they need children to do. For example, when it is time to put toys away or get ready for large-group activities, to help children make the most of learning opportunities from the outset.

What the setting needs to do to improve further

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

- improve the organisation of changes in the routine to make sure children understand what is expected of them and to help them engage in group activities from the outset.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took account of the views of parents spoken to during the inspection and through written testimonials.
- The inspector carried out a joint observation of the activities with the manager.
- The inspector held a leadership and management meeting with the manager, director and human resources manager, and talked with staff and children at appropriate times during the inspection.
- The inspector sampled paperwork, including staff records and training, policies and procedures, children's records and staff evaluations.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of leadership and management is good

The management team encourages staff in the different rooms to take responsibility for planning and organising the children's learning and play areas. Staff have contributed to purchasing new equipment and creating accessible storage for toys and resources, so children can choose freely and lead their own learning. Staff note that children are more engaged in learning and behaviour is better. Arrangements for safeguarding are effective. The manager makes sure staff and parents are vigilant about children's safety. Recent changes to policies mean that there is always a member of staff on hand to let parents in and check visitors' identification. Parents know that only staff can let people onto the site and make sure to shut the outer door behind them.

Quality of teaching, learning and assessment is good

Staff use children's interests well to plan for their learning and development. For example, in the baby room staff use children's interest in the bubble machine to encourage them to stand and move around as they try to catch and pop the bubbles. Staff working with the pre-school children follow their lead and use spontaneous events to enhance exploration and experimentation. They provide buckets for children to catch the rain water coming from the roof guttering, so they can pour it down the pipes to make the toy boats move. Toddlers enjoy sharing books about favourite animals. Staff encourage them to recall the names of the animals they see and provide new words when children do not know them.

Personal development, behaviour and welfare are good

Children learn about the wider world and respect for others. For example, pre-school children understand the importance of recycling waste, not throwing litter on the ground and taking care of their world. Toddlers learn about staying safe in the sun through role play about going to the beach, and discover that plants need water to help them grow so they can have healthy food to eat. Staff help babies to share and communicate. They remind them to take turns and offer praise, such as when children wait to get the toy animals then make the sounds or say the name. Staff support children well for the move into school. For example, children join in with musical activities that help them learn sounds and letters and visit the local school to meet the teacher.

Outcomes for children are good

Children eagerly explore the different toys, resources and play spaces. Toddlers are fascinated by the insects in the planting area. They identify spiders, woodlice and worms, gently picking them up and moving them to the soil so they can find their way 'home'. Babies have fun exploring dry cereal in the plastic tray. They make tracks using toy vehicles, fill containers and shout 'whee' as they sprinkle the cereal from their hands back into the tray. Pre-school children show their creativity and imagination well. They use boxes, bottle tops and sticky tape to create rockets and buildings, proudly showing staff what they have made.

Setting details

Unique reference number	EY499598
Local authority	Gloucestershire
Inspection number	10084989
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	60
Number of children on roll	108
Name of registered person	Mini Vip's Nursery & Daycare Ltd
Registered person unique reference number	RP535339
Date of previous inspection	29 May 2018
Telephone number	01242 898980

Mini Vip's Childcare registered in 2016 and is based in Winchcombe, Cheltenham. The setting offers care from 7.30am to 6pm Monday to Friday, all year round. There are 24 staff who work with the children. Of these, two hold early years teacher qualifications, one holds an appropriate childcare qualification at level 4, 11 hold appropriate childcare qualifications at level 3 and one holds an appropriate childcare qualification at level 2. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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