

Mini Treasures Day Nursery

21 Morden Hall Road, Morden, Surrey SM4 5JD



Inspection date	21 June 2019
Previous inspection date	12 December 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

- The manager and staff know children well. Staff gather useful information about children before they start which helps children settle quickly. As a result, children are confident and secure in the nursery.
- Children eagerly enjoy an exciting range of activities in the outdoor area. This supports the development of those children who learn best outdoors.
- The manager has established effective partnerships with parents. Parents are complimentary of the setting and they value the supportive relationships they have with staff.
- Children develop good communication and language skills. Staff encourage children to share their experiences, for example, as they talk about the smells and textures of the plants and wood they find.
- The manager uses the self-evaluation to regularly review the environment. She uses feedback from staff, parents and children to identify strengths and weaknesses. This helps to drive improvements forward in the nursery.
- Staff create opportunities for children to learn new skills and be active learners. Babies and toddlers show this when they confidently clap and bang drums to follow created rhythms.
- Children behave well and staff are good role models. Older children demonstrate they know to behave as they point to the rules on display to remind their peers not to run inside.
- The manager does not monitor the quality of staff's teaching and the assessments they make of children's progress rigorously enough to support all staff to use what they know about the children to plan highly effective activities.

What the setting needs to do to improve further

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

- support staff to plan highly effective activities more precisely through robust monitoring of the quality of their teaching.

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 to parents and children during the inspection and took account of their views.
- The inspector completed a joint observation of staff's practice and discussed this with the manager.
- The inspector spoke with staff and checked their safeguarding understanding during the inspection.
- The inspector sampled a range of documents available, including those relating to the premises, staff's suitability and safeguarding.
- The inspector held a meeting with the owner and manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

The new manager has high expectations of the team and is beginning to develop ways to support staff. For example, new staff are linked with an experienced buddy and receive one-to-one support to develop their skills and build their confidence. This helps to drive improvements forward. The manager encourages all staff to complete regular online and group training, and staff then give feedback on how their new learning can address any weaknesses in the nursery. As a result, staff continue to develop a rich learning environment for children. The manager continues to develop new tracking systems to assess children's progress to identify and close any gaps in their learning and improve outcomes for children. Safeguarding is effective. Staff have a good understanding of their responsibilities to safeguard children. They have knowledge of the wider safeguarding issues, such as the 'Prevent' duty.

Quality of teaching, learning and assessment is good

Staff use their observations to plan activities that will encourage children to be active learners. They engage children in meaningful conversations and involve them in planning. For instance, following the older children's interest, staff set up bear hunts outside using different natural resources. Children work together and share ideas; they develop good communication and language skills. Staff give children lots of praise for their efforts as they play. They foster an inclusive environment and provide opportunities for children to learn about diversity and communities beyond their own. Staff and children show this when they welcome one another in different languages spoken by the children in the nursery. This gives children a strong sense of belonging and builds on their social and emotional skills. Older children confidently sign themselves in and they recognise their names and the names of their peers, building on their early literacy skills.

Personal development, behaviour and welfare are good

The manager and staff provide a welcoming environment for children and parents. Babies and toddlers enjoy social interactions with staff during breakfast time. Staff support children to develop their independence skills well. One way they do this is by encouraging toddlers to manage small tasks on their own, such as helping pack away the toys. Additionally, children skilfully serve themselves healthy meals and snacks during mealtimes, and they can confidently pour their own drinks. Staff support children well to understand how to keep themselves safe. Older children know what to do in the hot weather, such as keeping hydrated during outdoor play. Toddlers eagerly put on their high-visibility vests and talk about walking carefully as they prepare for trips out. As a result, children are growing in confidence while at nursery.

Outcomes for children are good

All children, including those in receipt of additional funding and those who speak English as an additional language, progress from where they started. Transitions to school are planned well with schoolteachers being invited to attend the children's graduation. Toddlers and babies join in with songs and listen attentively at story times. As a result, children develop many of the skills that will support them in the next stage of their learning.

Setting details

Unique reference number	EY423126
Local authority	Merton
Inspection number	10090814
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	40
Number of children on roll	34
Name of registered person	Siwoku, Sharon Enefa
Registered person unique reference number	RP907740
Date of previous inspection	12 December 2018
Telephone number	0208 6486 275

Mini Treasures Day Nursery registered in 2011. The nursery is in Morden, in the London Borough of Merton. It operates on Monday to Friday from 8am to 6pm, for 51 weeks a year. The nursery provides funded early education for three- and four-year-old children. It employs 12 staff, including the manager, and 11 of them hold a childcare qualification at level 2 or 3. One member of staff is unqualified and one member of staff has qualified teacher status.

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