

Inspection of Minnie Mouse Day Nursery

Community Roots Enterprise Centre, 88 Soho Road, Birmingham B21 9DP

Inspection date: 10 September 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare and safety are significantly compromised. There are significant concerns about the provider's ability to meet the safeguarding and welfare requirements of the early years foundation stage. She demonstrates poor knowledge of how to implement some of the legal requirements. The provider fails to ensure that staff are clear about their roles and responsibilities. This has a significantly negative impact on children's experiences at the nursery and they are not safe. Their emotional security is not prioritised. The provider does not deploy staff effectively and staff are unable to meet the needs of all children, especially babies. Babies show high levels of distress and staff are unable to console them. The arrangements for sleeping babies are inadequate. Staff do not provide babies with the personal space to sleep uninterrupted by other children. They unnecessarily disturb sleeping babies to change their nappies, who then become unsettled again. The key-person system is weak and teaching is poor. This significantly hinders the progress that children make. Staff do not plan activities that target children's individual needs and interests. Children are not prepared for school or the next stage in their learning. Staff do not attend well to babies who are quieter and more settled. Some babies remain seated in the same spot for extended periods of time with very little stimulation. Children fail to thrive.

What does the early years setting do well and what does it need to do better?

- The provider who is also the manager does not monitor staff practices effectively. Staff receive some training; however, this does not have a positive impact on the quality of their teaching and interactions with children. The provider fails to ensure that all staff understand and follow the policy relating to managing children's behaviour. Not all staff manage children's behaviour appropriately and resort to threatening corporal punishment. This has a significantly adverse effect on children's well-being.
- The provider does not ensure that each child is allocated a key person and staff know very little about some children. Staff working with older children do not know the names of new children. This leads to a chaotic and disorderly environment and has a negative impact on children's emotional security. The provider does not ensure that staff follow effective settling-in arrangements to help new children become familiar with the nursery and to build relationships with their parents. This means that staff are unable to plan for children's learning and care on entry. Staff have a poor knowledge about children's care and learning needs and do not enable successful partnerships with all parents.
- The quality of teaching is very weak. The provider does not oversee the learning experiences for children effectively. She does not ensure that staff provide children with a suitable range of activities to engage them in their learning and help them to gain the all the skills they need for their future learning. Although

staff working with older children provide them with some choices about what they play with, these are very limited. They do not plan activities to help children to build on what they already know and can do, or to captivate their interests. Staff have a poor understanding of how young children learn and how to support them. They watch children as they play outdoors, but do not seek to enhance or extend their learning. Indoors, staff offer comments on what children do but provide them with very little challenge. They do not adapt activities or respond to the individual ways that children prefer to learn.

- Assessment information is not well used. Some appropriate action has been taken to support children with special educational needs and/or disabilities. However, weaknesses in the key-person system mean that staff have a poor understanding of the progress that children make and their development needs. This means that activities are not planned to match children's individual needs or interests to help them to achieve success in their next stage of learning. Children are not motivated to play, explore and make new discoveries.
- Staff follow appropriate hygiene routines. Children enjoy the nutritiously balanced meals, drinks and snacks. Older children learn to manage their personal care routines.
- The provider does not recognise, identify or address weaknesses in teaching and practices. This significantly compromises children's care and learning.

Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to ensure that the safeguarding policies and procedures are followed. She did not notify Ofsted about a significant event. She has failed to take the appropriate action regarding allegations and concerns raised about staff conduct. Although the provider and staff can identify some signs that indicate a child is at risk of harm, they have not followed the whistle-blowing policy. This significantly compromises children's welfare. The provider does not meet the requirements relating to first aid. She does not ensure that staff have the opportunity to renew their first-aid qualifications before these lapse. This means that at times there is no person on site who holds a current and valid paediatric first-aid certificate who is qualified to respond to emergency first-aid situations. This puts children at significant risk because staff do not have up-to-date knowledge of first-aid procedures. The provider does not ensure that staff obtain all the required information about children when they first start. This includes details about children's special health requirements and emergency contact details. This significantly compromises the welfare of children because staff have very little information about them.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff, including the designated person responsible for safeguarding, fully understand the safeguarding policies and procedures, and their responsibilities to respond appropriately to allegations being made about a member of staff	01/10/2019
ensure that at least one person who holds a current paediatric first-aid certificate is on the premises at all times	01/10/2019
implement effective strategies for managing children's behaviour and ensure that staff understand that they must not threaten to use corporal punishment	01/10/2019
record all required information about a child to keep them safe, including emergency contact details	01/10/2019
ensure that staff are deployed effectively to meet children's needs, especially for babies	01/10/2019
implement an effective key-person system to ensure staff know children well to support their emotional security, tailor the care practices for babies to their individual needs, plan accurately for each child's learning, and liaise successfully with parents from the outset	01/10/2019
ensure that appropriate sleeping arrangements are in place for babies	01/10/2019
implement effective arrangements for the monitoring, support and coaching for staff, to identify and act on weaknesses in practice, to meet children's individual care needs and improve the quality of teaching and learning.	01/10/2019

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement effective systems to observe, assess and monitor children's progress, to accurately plan for their next stage in learning and help all children to make progress and gain the skills needed in preparation for school.	01/10/2019

Setting details

Unique reference number	EY426457
Local authority	Birmingham
Inspection number	10122776
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 to 4
Total number of places	29
Number of children on roll	26
Name of registered person	Kumari, Sinita
Registered person unique reference number	RP910888
Telephone number	0121 554 7050
Date of previous inspection	17 January 2018

Information about this early years setting

Minnie Mouse Day Nursery registered in 2011. The provider employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two- and three-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the manager.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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