

# Inspection of Aspiring Minds

143 New Bridge Road, Hull, Yorkshire HU9 2LP

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Inspection date: 6 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are motivated to learn and interested in a wide range of activities that help them to achieve. For example, children successfully sequence shapes in wooden arrangements and are proud of their accomplishments. Children build towers and staff promote a familiar story catchphrase, which creates great excitement as the towers fall down. Staff support children's imagination and exploration of colour and texture effectively. For example, children enthusiastically mix mud and water to create mud pies and enjoy 'feeding' these to toy dinosaurs. They remember the ingredients they may need, such as flour and sugar. Children relish spending time outside, demonstrating good physical skills. They are well supported to acquire key skills, in readiness for the next stage in their learning.

Children follow instructions and have good social skills, which help them interact well with others. Staff are clear and consistent in their expectations and use positive teaching techniques to promote children's good behaviour. Staff read a story about bonfire night, and children enjoy matching pictures and counting fireworks. Staff promote children's awareness of safety practices, such as wearing gloves with sparklers. This supports children's understanding of the world in which they live and their mathematical skills.

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

- The members of the newly appointed management team are supported well by the provider and senior leaders. They work closely with staff and, as a team, have implemented positive changes. For example, they have made changes to the layout of all the areas, to enable children to independently make choices from a wider range of learning opportunities.
- Leaders offer good support and guidance to staff. For example, qualified staff regularly undertake training and have regular meetings and one-to-one supervision to support them in their roles. This helps to build consistency across the staff team and enables staff to reflect on their practice well.
- Leaders are committed to continually build on the good-quality care and education they provide. They reflect on their strengths to continually enhance the nursery and target areas for further development effectively.
- Staff read stories with enthusiasm. They ask children questions, which older children answer well, showing they are listening and understanding the story. However, strategies to support all children's speaking skills to the highest level are not always maximised. For example, some children are not positioned well during circle time to ensure they are fully engaged in stories and songs to help build up their vocabulary.
- The new manager and staff have introduced more natural resources. They have made changes to the learning environment to encourage children's curiosity,

sensory and exploratory play. However, occasionally, staff do not fully consider how children of different ages and abilities can be fully involved when taking part in planned activities together.

- Staff provide one-to-one support for children with special educational needs and/or disabilities (SEND). For example, staff organise individual activities in the smaller room, which work well for some children. The manager liaises with parents, key persons and other professionals effectively. She uses information to create individual plans to help set small, achievable targets for those children who need extra support.
- Children develop confidence, independence and good physical skills. They use tongs skillfully to select the amount of vegetables they would like at lunchtime. Children carry their plates of food competently from the serving area to the table at mealtimes.
- Staff promote children's awareness of healthy eating well. Children enjoy a well-balanced menu of nutritious snacks and meals. They relish choosing whole fruit in the role-play area, to sample and taste.
- Children enjoy plenty of fresh air and physical exercise. They negotiate space well outside as they join in with songs, such as 'Jumping Bean'. Children revel in demonstrating their jumps, showing their good control and coordination.
- Staff are positive role models. For example, they encourage children with a 'high five' and offer a stamp on the back of their hand for good listening and sitting. Children's behaviour is good.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff, including apprentices, ensure children's safety at all times and understand their responsibilities to protect children from harm. They know how to respond if they are concerned about the welfare of a child in their care and can recognise possible signs that a child may be at risk of harm. They know who to report to should they have concerns about children or the conduct of others. The premises are very secure and safe for children to play in. The provider implements robust recruitment procedures and ensures staff's ongoing suitability.

## **What does the setting need to do to improve?**

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

- provide more opportunities for children to develop their communication and language skills and build up their vocabulary
- improve teaching to enable children of different ages and abilities to focus, concentrate and stay fully involved in a variety of contexts.

## Setting details

<b>Unique reference number</b>	EY560320
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10128763
<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>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Aspiring Minds (Hull) Ltd
<b>Registered person unique reference number</b>	RP560319
<b>Telephone number</b>	01482 709544
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Aspiring Minds re-registered in 2018. The nursery is owned and managed by a limited company. It employs five members of childcare staff, all of whom hold early years qualifications at level 4, 3 or 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with SEND.

## Information about this inspection

### Inspector

Caroline Stott

## Inspection activities

- The inspector engaged in discussions with staff and children at appropriate times throughout the inspection. She held meetings with the nursery manager and the provider.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and suitability checks of staff.
- The inspector carried out a joint observation with the manager. She discussed the self-evaluation and the impact this has on the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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