

Inspection of MiniToTs Daycare Limited (Staines)

Burgess Way, Knowle Green, STAINES-UPON-THAMES, Middlesex TW18 1YA

Inspection date:

27 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders and staff greet parents and children warmly. They provide a safe and welcoming environment. Children are happy and quickly engage in play as soon as they arrive. Some staff encourage children to hang up their coats and to self-register when they arrive. However, this is not consistent practice among every member of staff, and some children are not clear about the rules of the pre-school. Children do not always listen carefully to instructions, and they disturb other children who are engaged in play. For example, children continue to noisily run around the pre-school after being asked a few times to stop.

Staff are good role models and are polite and respectful to each other. This is replicated by some of the children. For instance, a small group of children wait patiently and take turns to put a miniature pig down the toy slide. Children eagerly take part in activities, particularly outside. They know they must put on their wellington boots and waterproof bottoms to go outside. Sometimes, staff do not have high expectations for every child. Children are quick to ask for help and do not try things for themselves first. Staff do not prompt children to have a go for themselves in order to build their resilience skills.

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

- Leaders have made some progress in raising the quality of the provision since the last inspection. The manager has begun to review the quality of teaching practice across the pre-school. For example, she carries out observations of staff teaching and will discuss this with them as part of the supervision process. However, this is still too early in the stages of implementation to have any significant impact on the quality of teaching. The manager does not receive supervision and is not fully supported in her decision-making and daily responsibilities.
- Parents state that their children are happy attending the setting. They know their child's key person and have a good relationship with them. However, they do not always know what their child is working on at pre-school and are not given ideas specific to their child to continue this learning at home. The pre-school has children who attend other settings that share the care of them. The manager has not shared any information with these other settings about the individual children's learning and development, so that a consistent approach in teaching can be delivered for the children to make good progress.
- The quality of teaching across the pre-school is variable. Some staff use effective questioning and explain to the children what is expected of them. For example, staff talk to children about the different bugs they have found and teach them about their different habitats using a book. However, some staff do not check children's level of understanding and ability before they start an

activity. For instance, staff do not talk to children about the painting activity, and do not talk to them about colour mixing or check that they know what a robin looks like.

- Staff do not support children with special educational needs and/or disabilities or English as an additional language effectively. Some staff use visual cards and spend time explaining activities to children. However, this is not consistent practice and agreed support strategies are not always used. Children become confused and do not always understand what is expected of them. Staff have not always completed the statutory progress check for two-year-olds within the required timeframe.
- Children are curious and want to take part in the activities provided for them. Staff offer children choices. For example, children vote and choose whether they want to play with dinosaurs or the doll's house. This gives children a voice about the activities within their pre-school.
- Staff do not always encourage children to become independent. Some staff encourage children to pick their coats up, use cutlery and to sit appropriately at the table. However, some staff do not remind children how to behave when they get up from the table, use their fingers to eat and put their plates on their heads. This does not prepare children for their next stage of learning and the move into school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy have accessed safeguarding training to fulfil the role of the designated lead for safeguarding. They have ensured that all staff have accessed up-to-date child protection training. Staff know who they must report concerns to, both inside and outside of the organisation. They understand the wider aspects of keeping children safe, including the Prevent duty and female genital mutilation. Leaders have introduced an effective recording process to monitor any concerns staff have about a child, or a member of staff, and take swift action when appropriate.

What does the setting need to do to improve?

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

	Due date
ensure all progress checks for two-year-olds are completed within the statutory time frame to meet the requirements	13/12/2019

ensure that appropriate strategies are consistently used for children with special educational needs and/or disabilities or English as an additional language so that they know what is expected of them and help them to make good progress	27/12/2019
use the systems in place to review and develop staff practice to improve the quality of teaching consistently across the pre-school to improve outcomes for every child	27/12/2019
improve the supervision process so that it includes support for the manager to allow them to discuss their role, responsibilities and any concerns to improve the running of the pre-school.	27/12/2019

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

- implement processes to share children's learning with parents and the settings that share the care of the child so that they can build on this further, including at home, and ensure there is a consistent approach to support children's progress
- encourage children to be independent and build resilience skills to support them in their next stage of learning and into school.

Setting details

Unique reference number	EY500638
Local authority	Surrey
Inspection number	10112624
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	2 to 8
Total number of places	35
Number of children on roll	22
Name of registered person	Minitots Day Care Limited
Registered person unique reference number	RP900744
Telephone number	01784259100
Date of previous inspection	29 May 2019

Information about this early years setting

MiniToTs Daycare Limited (Staines) registered in 2016. It operates from within the premises of a Scout hall in Staines, Surrey. The pre-school opens each week day from 8am until 6pm, all year round, with the exception of bank holidays. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff, of whom four hold relevant childcare qualifications.

Information about this inspection

Inspector

Jayne Godden

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- A joint observation was carried out by the inspector and the manager of the pre-school to assess how well leaders monitor the quality of teaching.
- The inspector assessed how well leaders and staff understand and implement pre-school policies, and how they monitor children's learning.
- A learning walk was carried out by the inspector with the manager of the pre-school, to gain an overview of the curriculum offered and how they implement this.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

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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