

Inspection of Mini Marvels PreSchool Limited

Stambridge Memorial Hall, Stambridge Road, Rochford SS4 2AR

Inspection date: 20 January 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children thrive and they thoroughly enjoy their time at pre-school. They enthusiastically join in the wonderful activities that promote their language development. For example, they are highly motivated and involved during the story at circle time. They proudly hold items that are part of the story and confidently hold them up. They learn the new words 'magnificent' and 'gigantic' as staff read with fabulous expression and use actions for emphasis. Children are completely captivated by the story and staff praise them for working together. Children concentrate for a long time and wait patiently for their turn. They are exceedingly well behaved and cooperate fully.

Children focus and use their imaginations as they play creatively in the garden. For instance, children use diggers in the construction area to unearth stones that they pour onto giant foam bricks. They learn to count and think about size as staff help build their mathematical knowledge while they play. Children rearrange balancing planks to make more challenging walkways and bridges. They discover how to use the bricks to make the bridges higher and riskier. Children are able to use their own initiative and feel safe and secure to test out their ideas.

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

- Children gain the skills to be highly independent. For example, they help themselves to snacks, clear their plates and wash up after themselves. They enjoy swishing the soapy water around and pouring the bubbles from their bowls into their mugs. Staff choose a 'leader of the day' and children take their role very seriously. They are responsible for ringing the bell for registration, counting their friends and leading them out to the garden. Children relish the opportunity to rise to the challenge and proudly lead by example.
- The leadership team has an approachable and warm management style. They nurture strong relationships with staff and are highly supportive of them. The manager helps to keep her dedicated team motivated through regular supervision meetings, and invests in their professional development. The committed staff research online training and courses that strengthen their expertise.
- Children learn how they are unique and respect that other people are different from them. For example, staff show children photos of themselves when they were babies and children guess who is who. They individually discuss their own families and are absolutely fascinated to find out more about their friends. Staff help children to gain a rich understanding of people in their community who help them. For instance, local police officers visit and children learn about what they do.
- Partnerships with parents are excellent. Parents compliment staff and managers,

saying that they are 'brilliant' and outstanding role models. They say that they go above and beyond in their support for them and their children. Care for children with special educational needs and/or disabilities is superb. Staff are highly sensitive to children's needs and give them space and reassurance to grow and have fun. They understand how children learn and teach them in the way they learn best.

- Children learn about weight and numbers when, for example, they stack pots of pasta onto a kitchen scale. Skilful staff develop children's learning further as they ask them to identify the numbers on the dial. Children begin to understand that more weight means a higher number. However, staff do not always extend activities in order to maximise children's learning.
- Children have a fabulous time with their friends and staff. They are developing a sense of humour and laugh and giggle with staff. For example, they pretend to make staff a very sugary drink and roar with laughter as staff grimace and fall over from the taste. They are able to laugh at themselves as they perform a silly dance with pots on their heads and pretend to have spaghetti hair. Children have formed exceptionally strong bonds with staff. They listen carefully and know what is expected of them.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibility to safeguard children. They are confident and knowledgeable in identifying and addressing concerns relating to safeguarding or wider child-protection issues. They attend ongoing training and discuss updates in staff meetings to refresh their knowledge. Staff have care plans for all children that clearly state if children have particular medical or dietary requirements. They are vigilant in making sure that these are followed. Leaders conduct safer recruitment procedures and check that staff remain suitable in their roles. New staff complete a thorough induction to confirm their suitability to work with children.

What does the setting need to do to improve?

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

- extend activities to help ensure that children's learning is consistently maximised.

Setting details

Unique reference number	EY485742
Local authority	Essex
Inspection number	10076401
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	32
Name of registered person	Mini Marvels Pre School Limited
Registered person unique reference number	RP902349
Telephone number	07981967604
Date of previous inspection	18 April 2016

Information about this early years setting

Mini Marvels PreSchool Limited registered in 2015. The pre-school employs six members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 4, four members of staff hold a qualification at level 3, and one staff member holds a qualification at level 2. The pre-school also employs an administrator. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am to 4.30pm, Monday to Thursday, and from 9.15am to 12.15pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The manager and the inspector completed a tour of the pre-school. The manager explained how the early years provision and curriculum are organised.
- The inspector observed a range of activities indoors and outside, and assessed the quality of education and the impact of children's learning.
- A joint observation was carried out by the inspector and the pre-school manager.
- The inspector spoke to parents during the inspection and took into account their views.
- A sample of documentation, including staff's suitability records and pre-school policies and procedures, was seen by the inspector.

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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