

# Inspection of Mini Scholars Nursery

Shadoxhurst Village Hall, Tally Ho Road, Ashford, Kent TN26 1HW

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Inspection date:

18 June 2021

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## **Overall effectiveness**

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## **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

Not applicable

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

### The provision requires improvement

All children, including the newest, are happy and excited to come into the safe and friendly nursery. They all engage in the learning opportunities staff plan for them indoors. For instance, they 'hunt' for plastic bugs and insects in leaves and use magnifying glasses to look at them close up. They develop their social skills and happily play together and take turns to use resources. They share what they can see with their friends confidently. For example, when finding a 'spider' they tell them 'this one has eight legs'. Children behave well and are polite. They follow the rules set by staff and know what is expected of them. Children learn about the importance of following good health and hygiene routines. For example, they remind each other 'we need to wash our hands' before lunch time. Children have access to some physical activities indoors. For example, they balance on small stepping stones and climb on soft play equipment. Staff do not yet plan effectively for children to learn outdoors and the outdoor environment is not used often enough to extend children's learning opportunities. Children only use this area in the nicest of weathers as staff consider that wet grass poses a risk of slipping. This means children have limited opportunities to learn how to take risks and manage them safely.

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

- Staff know each child well. This includes their likes, dislikes and next steps in their learning. Children have a sense of belonging and positive levels of well-being. However, staff do not consistently show that they have the highest expectations for all children. For example, they do not encourage them to be independent and complete their own tasks. Staff complete tasks that children are capable of doing, such as preparing and serving their snack and opening the items in their lunch boxes.
- The managers monitor the quality of education and care that staff provide. They hold discussions at the end of each day about what went well and what could have been done better. They use their findings to support their future activity plans. This helps them to keep children interested in their learning. The managers mentor staff to ensure that they feel confident in their role and know what is expected of them. Staff regularly observe each other teach children. They provide each other with feedback to support their future performance and highlight any training needs. Staff complete regular training. They have recently learned about the different ways to manage children's behaviour and help them to understand their emotions.
- Overall, parents speak fondly of the staff. Staff provide parents with information about children's development each month and are happy to speak to them upon request. However, some parents feel that they do not receive enough information about their child's day and what progress they make.

- All children are well supported by staff to develop their communication skills. They are confident to share their ideas and answer thought-provoking questions. Children are happy to listen to each other's ideas. For example, during imaginative play they allocate roles to each other 'you be the cook' and 'I'll be the waiter'. They take their friends orders at the 'cafe'.
- Children gain sound skills to support their future learning. They develop their early writing. For instance, children 'write' down the orders given to them at their 'cafe' during role play. Children recognise letters and begin to write their name with confidence. All children learn mathematical skills. They count with confidence as they play.
- At the times children play outside they enjoy opportunities to learn about the natural world around them. They plant seeds to grow sunflowers and tomatoes. Children read books about insects and animals and learn about their different habitats.
- There are opportunities for children to learn about the traditions, cultures and beliefs of people around the world as staff share books about other countries.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have completed safeguarding training and keep their knowledge up to date. They have a secure knowledge of the signs that may indicate that a child is at risk. Staff know who to contact to seek advice and follow up any concerns. Staff complete risk assessments to help keep children safe, including how to minimise the risk of COVID-19 (coronavirus). For example, they rotate the toys and equipment to ensure that there is enough time to sanitise items between uses.

## 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 that children are able to spend time outside every day, except in unsafe weather conditions.	25/06/2021

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

- encourage staff to be more consistent in supporting children to be independent and helping them learn about what they can achieve themselves
- review and improve the ways that staff communicate with parents to keep them involved and informed in their children's learning.

## Setting details

<b>Unique reference number</b>	2548703
<b>Local authority</b>	Kent
<b>Inspection number</b>	10134106
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Mini Scholars Nursery Partnership
<b>Registered person unique reference number</b>	2548702
<b>Telephone number</b>	07921969998
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mini Scholars Nursery registered in 2019. It is located in Shadoxhurst, Ashford in Kent. The setting is open Monday, Wednesday and Friday from 9.15am until 2.15pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs three members of staff, all of whom hold relevant early years qualification at level 3 and above. This includes two members of staff who have a level 4.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and staff and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with one of the managers. The inspector assessed the impact of the learning opportunities staff provide children, including the quality of their interactions.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the managers, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on snack time.

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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