

Inspection of Mini Moo's Preschool

12 Hare Way, ST. LEONARDS-ON-SEA, East Sussex TN37 7UG

Inspection date: 13 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy coming to this friendly, welcoming pre-school. They feel safe with the caring staff team, who know them well. Staff stayed in touch with children if they did not attend during the COVID-19 restrictions and made sure they knew about any changes. For instance, they created a video tour for them to watch. This helped children settle confidently and quickly when they came back.

Children gain a wide range of skills that help prepare them for their future learning and for school. They begin to talk about their feelings and staff gently help them resolve any disputes with their friends. This helps them behave well. Children develop good self-care skills, learning to drink from a cup, pour their own milk and use a knife to butter their toast. Older children confidently start conversations and remember what happens next in a story. They count as they play and use mathematical language to describe the size of a grasshopper's legs. They practise their physical skills on the climbing wall and are proud as they safely reach the ground.

Staff have high expectations for all children's learning. They work effectively with other professionals to support any children with special educational needs and/or disabilities (SEND). They use a variety of highly successful strategies to include all children in activities and the daily life of the pre-school. This helps all children achieve well.

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

- Children take part in interesting and exciting activities that are mostly well matched to their interests and needs. They enjoy new challenges and staff guide them skilfully, giving them time to work things out for themselves. Children are delighted when they find that the broom head will stay on the long handle if they twist it around. When they have done this, they happily help sweep the ground. They work out how to make a steady bridge with large crates and use their arms to carefully balance along it.
- Staff observe children and accurately identify the next steps for their learning. They think carefully about how to build on their knowledge and skills, and they plan activities that help broaden children's experiences from home. For instance, they make sure that children who do not have a garden can enjoy a wide range of exciting outdoor experiences. At times, however, group sessions are not well planned to ensure they meet the needs of all children effectively. Younger children sometimes become distracted and do not benefit fully from these activities.
- Staff support children's communication and language skills well. They use a range of effective strategies, such as picture cards and simple sign language, to

support all children, including those with SEND or who are learning English as an additional language. Older children express their ideas and needs confidently. Children enjoy songs and stories throughout the day and independently look at books in a quiet space.

- Overall, there is a balanced daily routine that supports children's individual needs effectively. For instance, staff understand that the younger children may need time to rest as they settle in. However, there are times when the pre-school becomes busy and less well organised, for example while the snack bar is open and after lunch. Children are not as well occupied with stimulating activities at these times and on occasion become unsettled.
- Children get along together well and learn to share and take turns. They find out about each other's lives and families and enjoy bringing their photos from home to put on the 'family tree'. They learn about special days and celebrations that their friends enjoy, which helps to expand their understanding of different people and communities.
- Parents speak positively about the pre-school. They are happy with their child's progress and feel that staff keep them well informed. Staff encourage parents to continue their child's learning at home, for example by offering activity ideas and having a book loan scheme.
- The manager and staff team are strongly motivated to provide high-quality care and learning for all children. The manager is an excellent role model for other staff. She accurately evaluates the quality of the provision and identifies any areas to improve.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities towards the children in their care. They check the environment carefully each day and take action when they identify any hazards. Staff supervise children effectively throughout the day. Children learn about their own safety. For instance, they think about whether the bridge they build is safe to stand on and remember why they use 'walking feet' inside. Staff complete regular safeguarding training. They know how to recognise any concerns about children's welfare and understand the procedures to follow. The pre-school owner conducts thorough checks for any new staff to ensure they are suitable.

What does the setting need to do to improve?

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

- strengthen the planning of group times to focus more precisely on all children's learning, to help ensure they remain focused and engaged
- review the organisation of daily routines, such as snack time and after lunch, to ensure all children are meaningfully occupied and fully supported.

Setting details

Unique reference number	EY360781
Local authority	East Sussex
Inspection number	10207518
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	38
Name of registered person	Goodman, Karen Ann
Registered person unique reference number	RP907399
Telephone number	01424751060
Date of previous inspection	8 September 2016

Information about this early years setting

Mini Moo's Preschool registered in 2007. It operates from the converted ground floor of a house in St Leonards on Sea, East Sussex. The pre-school is open Monday to Friday, from 8am to 6pm, for 49 weeks of the year. The provider receives funding to provide free early education for children aged two, three and four years. There are three members of staff, all of whom hold recognised early years qualifications.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the manager and the owner about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation of a group time.
- Some parents and carers shared their views of the setting with 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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