

Inspection of Mini Miners Nursery

Burnage Christ Church, 111 Burnage Lane, Manchester, Lancashire M19 2WH

Inspection date: 2 February 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy learning in the setting. They have good relationships with staff members, which helps them to feel safe and relaxed. Children who attend are part of a diverse community. Children learn about how they are similar to others and celebrate their differences. Everyone is treated equally. Children have a positive attitude towards learning and towards each other. They behave well.

Children who are new to the setting settle quickly. Children who speak English as an additional language are able to communicate with staff members who speak other languages, such as Punjabi and Urdu. This helps them to feel comfortable and assured. Children have many opportunities to learn English. They learn new words through stories and songs. For example, children and staff stand in a big circle outside and sing 'Wind the bobbin up'. Children join in with the actions and sing enthusiastically.

Children with special educational needs and/or disabilities (SEND) make good progress. They enjoy a tailored curriculum that meets their individual learning needs. All children, including funded two-year-olds, are challenged to reach the next stage in their learning. Children are eager to learn and thoroughly enjoy activities that hold their attention.

Children are making good progress in their communication and social skills following the COVID-19 pandemic. They practise skills independently, for example by pouring and mixing ingredients as they make play dough. Children have regular opportunities to be physically active, both indoors and outside.

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

- Staff assess children's communication and language skills so that teaching can be adapted to meet the individual needs of children. For example, staff use different strategies, such as speaking clearly and showing visual signs, to aid children's communication. Support is provided to children who speak English as an additional language. As a result, children's English is improving. This helps to prepare them for life in modern Britain.
- Children with SEND are cared for warmly and sensitively. Staff use strategies to help them to access the curriculum. For example, in the morning, staff members take some children to a side room to help them settle before joining the group. Staff embrace advice from external agencies to help them support children with SEND.
- Staff plan activities that take account of children's interests. They use assessments to find out what children know and what they need to learn next. Staff work with local schools to develop their curriculum. For example, older

children take part in structured phonics sessions and practise writing letters of their names. This helps to prepare children for their transition to school.

- Children have a good understanding of some of the daily routines. For example, children demonstrate positive behaviour and familiarity as they go inside, wash their hands and brush their teeth. However, the lunchtime routine is not as strong. Some children are not clear about what is expected of them. During lunchtime, some children leave the table and others attempt to take food that is not theirs. As a result, some children are a little unsettled.
- Partnerships with parents are strong. Parents describe the setting as having a friendly atmosphere and praise the staff team. They appreciate that staff speak to them in their home language. Parents are very happy with the communication they receive. They also welcome the ideas to help to extend their children's learning at home. For example, staff give parents ideas for learning at home, and parents share photos of their children doing these activities. This partnership working has a positive impact on children's learning.
- The manager and staff have good partnerships with training providers and the local authority advisory team. Staff take on board suggestions from the local authority on how to improve the setting. For example, they have given children red or blue bags to help them to remember which key group they are in. However, staff do not have effective partnerships with other settings that children attend. This means that important information is not shared, to help promote continuity in children's learning and progress.
- The manager is passionate and wants the very best for the children in her care. She delivers training to staff so that they have up-to-date knowledge of how children learn. There is a culture of preparing children for future success. The manager and staff do this by providing exciting opportunities for children to have new experiences. For example, children visit the library, park and local shops, which helps them to learn about the wider world.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe. They know what to do if they have concerns about a child or a member of staff. Staff and students are recruited safely and they are given a comprehensive induction. All staff have a secure knowledge of safeguarding procedures, which ensures children's safety and well-being. Strong parent partnerships help to keep children safe. For example, the manager has recently sent detailed instructions to parents on how to set up a children's account on an online streaming service. This helps to ensure that children only have access to appropriate films and shows.

What does the setting need to do to improve?

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

- improve the lunchtime routine so that children understand what is expected of them
- develop partnerships with other settings that children attend, to promote continuity in their learning and progress.

Setting details

Unique reference number	EY556314
Local authority	Manchester
Inspection number	10175226
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	34
Name of registered person	Mini Miners Nursery Ltd
Registered person unique reference number	RP556313
Telephone number	07758405569
Date of previous inspection	Not applicable

Information about this early years setting

Mini Miners Nursery registered in 2018. It is located in Burnage, Manchester. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, and two hold qualifications at level 2. The nursery operates on Monday, Wednesday and Thursday all year round. Sessions are from 9am to 2pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the nursery.
- The manager and the inspector carried out a learning walk and discussed the curriculum intentions and activities for children's development.
- The inspector carried out a joint observation of a small-group activity with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to a member of the local authority advisory team.

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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