

Inspection of Mini Steamers Preschool

Even Swindon Community Centre, Old School, Jennings Street, SWINDON SN2 2BG

Inspection date:

16 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff greet children and parents at the door. They reassure parents when children are reluctant to come in. They help children to settle into the pre-school, offering them toys they know they like. Children have plenty of toys and resources indoors and outdoors. They can choose where they want to play.

Children enjoy riding on the trikes and wheeled toys outdoors. They negotiate safe routes around the space, making sure they do not bump into their friends. When it starts to rain, they bring out umbrellas to shelter under. Indoors, children build with pretend bricks, create train tracks for the toy trains and take part in painting activities.

The manager and staff have brought in changes to the curriculum, planning activities and the way they monitor children's progress. They are still working on implementing these fully. Staff sometimes provide mixed messages for children. For example, staff interrupt children as they play to come and do an activity they have planned. But when other children ask to join in, staff tell them they have done this activity and need to choose something else. Children then struggle to find other things that they would like to do.

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

- Staff plan activities intended to develop children's skills. They watch children to see what children know and can do. They have some understanding of what children need to learn next. However, staff's teaching is not always as effective as it could be. Staff ask children questions and talk with them as they play. But staff sometimes do not give children time to think before asking other questions. Children do not get time to develop their thoughts. They miss out on developing their own ideas and learning further.
- Staff share stories with the children. They ask about characters and what children can see in the pictures. Children recall and repeat phrases. They count the dogs they can see in the pictures and recognise some numbers. They compare the size of the dogs, saying when one is bigger or smaller.
- Staff do not apply consistent strategies to help children understand what they need to do. For example, staff expect children to walk indoors and they tell children this at times. However, when staff signal that it is time to put the toys away, children run around shouting that it is tidy-up time. Staff are too busy putting the toys away and do not remind children that they need to walk. At other times, children disrupt other children's play. They take toys away and then run off. Sometimes, staff notice this and offer reminders to children about being kind and sharing, but at other times they do not.
- The manager has looked at how staff communicate with parents. She has made

positive changes to help staff and parents share information more effectively about what children are learning. Parents comment that they receive good feedback about what children do during the day. They say that staff share photos and discuss with them what children are learning.

- The quality of teaching is variable. Staff play and interact with some children. For example, they interest a small group of children in card games. They encourage the children to talk about what they can see. This includes describing the features of different animals and recognising colours and shapes. Quieter children are left on their own and staff do not notice them or encourage them to join in.
- The manager monitors staff's practice. She encourages staff to continue their professional development, including gaining national qualifications. The manager reflects on practice and teaching. She has ideas for ways to improve support for children but has not yet put these into practice. She has shared these ideas with the owner and other staff members.
- Staff support children to feel safe and secure. They ask parents about children's home languages, what celebrations they take part in and who children live with. Staff use words in children's home languages to help them settle and understand routines. Staff talk with children about how they are similar or different. Children are learning about what makes them unique and are developing respect for others.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand the potential signs that might put a child at risk of harm. They know who and how to refer any concerns. Staff know what to do in the event of allegations against them or the manager, including external agencies who can support them. The manager makes sure that staff are suitable to work with children. Staff make sure that they keep children safe. They review risks in the environment. The manager takes prompt action to remove any hazards. For example, she ensures that staff empty the bins regularly and clear up spills on the floor.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching and staff's interactions to support children to make better progress in their learning	12/04/2022

ensure that behaviour strategies are consistent and messages help children to understand expectations.	12/04/2022
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To further improve the quality of the early years provision, the provider should:

- ensure staff engage the quieter children more, to involve them in play and learning opportunities.

Setting details

Unique reference number	EY466652
Local authority	Swindon
Inspection number	10225599
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 at time of inspection	0 to 4
Total number of places	23
Number of children on roll	29
Name of registered person	Caluan, Karen Maria
Registered person unique reference number	RP515276
Telephone number	07886632741
Date of previous inspection	18 October 2016

Information about this early years setting

Mini Steamers Preschool opened in 2013. It is in Swindon. The pre-school operates from 7am to 6.30pm, Monday to Friday, all year round. The nursery employs seven members of staff. The manager holds an appropriate childcare qualification at level 5, three members of staff hold appropriate childcare qualifications at level 3 and two members of staff hold appropriate childcare qualifications at level 2. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

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.
- Children spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, including through a joint inspection with the manager, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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