

# Inspection of Maritime Minis

2 Mallow Walk, London SE8 3GS

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Inspection date: 6 July 2022

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

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

### **The provision is good**

The setting opened just before the pandemic. Staff have worked hard to develop a real community feel, which is now part of its unique character. Children join at different stages, and some from very young babies. All children are made to feel welcome by staff who greet them with open arms and ensure they are settled, happy and content. Staff form close bonds with children. This makes children feel safe and secure. Children explore the setting eagerly with excitement. They confidently greeted the inspector and showed her the doctor's role play and other toys. Staff have high expectations of children, and children behave well. They have positive attitudes towards their learning.

Babies giggle with delight while staff sing songs to them when changing their nappies or preparing lunch. They show good coordination as they climb up a slide and slide down with big smiles on their faces, showing a sense of pride in their achievement. Toddlers and pre-school children are encouraged to be independent and do more things for themselves. For example, they get their own water from water stations in the rooms and peel their own fruit.

Children spend a lot of time outdoors, exploring the garden. They run around happily and explore different textures, such as bumpy stones and grass edges. They cook pretend meals in the large sandpit and mud kitchen, happily chatting to other children and adults about what they are doing. Staff are attentive and respond to children by joining them in their play. They read stories to them and help them draw with chalk on the floor.

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

- The leadership team has a clear vision for the nursery and a focus on continual improvement. Leaders place a high priority on developing strong parent partnerships and the well-being of their staff. They provide staff with training and other incentives and benefits. Staff say that they feel supported and enjoy working at the nursery.
- Managers and staff structure the curriculum to support and build on what children can already do and know. They make ongoing assessments of children and use these to plan next steps for them. They get to know children well and understand where they are in their development. Staff sequence and develop children's skills and knowledge in order to prepare them for school. Sometimes they do not make the most of opportunities to provide extra challenge for children, to support their learning even further.
- There is clear progression in how children develop their physical and independence skills, throughout the nursery. For example, young babies learn to use their own forks and start to feed themselves. Pre-school children are able to

use big spoons to serve their own food and carry it back to a table and sit down for lunch.

- Staff generally develop children's language and communication skills well. They engage with children from a young age, interacting with them and giving them lots of eye contact. They ask questions and comment on what they are doing. Children are encouraged to use their words to ask for things and explain their ideas and emotions. At times, staff do not fully consider the organisation of activities, which means children can find it difficult to listen and concentrate fully on their learning.
- Staff develop good partnerships with parents. They get to know families well right from the start. Staff provide them with welcome packs, settling-in days and stay-and-play sessions. Additional resources, such as goody bags with a treat and note with a promise to take good care of their children, are also provided. Staff work with families while children are settling in. They offer further support and guidance if needed. Due to the pandemic, parents were unable to enter the setting after it opened. They had to say goodbye to their children at the door and had never seen where children spent their day playing. Parents commented on how well staff managed this and that staff treat children 'as their own'.
- Staff teach children about good hygiene practices. For example, they show babies how to wash their hands. Older children show increasing levels of independence and self-care skills and know to wash their hands before having their fruit.
- Staff identify children who are not making expected progress. They put support in place and work with outside agencies and parents to ensure children with special educational needs and/or disabilities, or those who are disadvantaged, can access the learning they need in order to make progress. For example, staff use a sensory area and visual cards to help children deal with change.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand and have knowledge of child protection issues. They know who to go to if they have concerns about a child's welfare or safety. Staff know the signs to look for which may indicate that a child is at risk of harm. Safeguarding training, such as on the 'Prevent' duty, is kept up to date. This means staff have a good understanding of safeguarding issues, including female genital mutilation. Staff understand their role and know how to use the systems put in place by managers to keep children safe. Managers and staff monitor and make regular risk assessments to ensure the environment is safe. For example, they recently identified that some flooring was unsuitable for children. They were quick to act and had it replaced with a safer option.

## **What does the setting need to do to improve?**

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

- consider ways in which activities are presented to children in order to allow them to concentrate fully and get the most out of every learning opportunity
- provide children with even more challenge to ensure they are prepared and ready for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	2567296
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10233517
<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>	0 to 4
<b>Total number of places</b>	107
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Minis Childcare Limited
<b>Registered person unique reference number</b>	RP531576
<b>Telephone number</b>	020 3384 3805
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Maritime Minis registered in December 2019 and is part of the Minis Childcare Limited organisation. It is located in the Royal Borough of Greenwich. The setting operates all year round from 8am to 6pm, Monday to Friday. It provides funded early education for children from three months to four years. The setting has 21 staff, Of these, 12 hold qualifications at level 3 and three hold qualifications at level 2.

## Information about this inspection

### Inspector

Louisa Parker

## 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 her evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day, and evaluated the impact these had on children's learning.
- A joint observation of an activity was carried out by the inspector and the manager.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector spoke to parents and their views were taken into consideration.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.

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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