

Inspection of Mini Marvels Nursery Ltd

Witham Rugby Union F C, Spa Road, WITHAM, Essex CM8 1UN

Inspection date: 2 November 2022

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 are excited and happy as they arrive at the nursery. They are warmly welcomed by attentive, nurturing staff. Children have formed close attachments to their key person and are settled and confident within their environment. They are eager to investigate the activities provided and quickly settle with their friends. Children receive good interactions from the staff, who know them well. The curriculum is planned around the children's interests and developing needs. The available space and resources are used effectively, and children sustain their motivation to learn. They explore natural materials which engage all their senses. For example, children have immense fun exploring a variety of natural materials they have previously collected on a 'scavenger hunt'. They discuss pine cones and feathers and make creations using dough. Children recall what they have learned as the staff engage them in meaningful conversation and challenge their thinking.

Staff provide a varied curriculum for children with many opportunities to promote their language skills. Skilful staff pose questions that encourage children to think, and they are careful to allow children time to respond. The nursery is fully inclusive, and all children make good progress, including those who need additional support. Staff teach children about the importance of caring for the environment. Children excitedly explain to visitors to the setting about recycling. They talk confidently about how plastic waste can harm the wildlife.

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

- The manager is passionate about her role. She demonstrates her commitment to providing children with a wide variety of quality experiences and activities that they can learn from. There is a strong focus and commitment to evaluate continuously to ensure outcomes and experiences for children are continually improving.
- The staff comment how much they enjoy their work and feel valued. They feel their individual skills are welcomed and acknowledged by the manager. They are supported to complete training and further their qualifications as continuous professional development is positively encouraged. The manager makes sure that robust systems are in place to recruit and induct new staff. She positively encourages and welcomes new ideas that will further enhance the curriculum. Staff attend team meetings and supervisions. The manager ensures that the monitoring of staff practice is fully embedded, and any issues are swiftly identified, to raise the quality of teaching to an even higher level.
- Children's behaviour is good. They have formed friendships with their peers. They are kind to one another and excitedly greet their friends as they arrive. Children understand what is expected. Visual prompts, praise and gentle reminders are used to reinforce positive behaviour. The session runs smoothly,

and there is a calm atmosphere as children are busy and engrossed in their play.

- Friendly and supportive relationships have been established with the parents. Parents are positively encouraged to be fully involved in the education provided for their children. Parents speak highly of the staff at the nursery. They say their children are excited to attend, settle quickly and have made good progress in their learning. Parents comment that their children have grown in confidence since attending the nursery. They comment that staff are very welcoming and supportive. They appreciate the variety of communication provided, such as newsletters and daily verbal feedback.
- Children have good communication skills. They confidently communicate their ideas and requests. They enjoy the good interaction they receive from the staff and engage them in their games. They use a wide vocabulary. For example, they talk about the stethoscope as they play as doctors in role play. They discuss taking temperatures and blood pressure and the need for a prescription.
- Staff plan a broad curriculum that covers all areas of learning, both indoors and outdoors. They plan according to children's individual interests and what they need to learn next when implementing activities. Children enjoy books and these are available throughout the nursery. Children are happy to come together for group story time. They enjoy interacting and predicting what is happening. However, the book area is not widely used by children independently.
- Children show an interest in all activities. They enjoy the one-to-one activities as they learn about numbers, matching, quantity and comparisons. They see numbers in the environment. However, staff do not always plan purposefully to ensure that the teaching of mathematical concepts is fully maximised.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team are fully aware of their responsibility to protect children's welfare. They are secure in their knowledge of how to report any concerns they may have about a child in their care, and they receive ongoing training. Staff understand the signs and behaviours that may suggest a child is at risk. This includes the wider aspects of child protection, such as domestic violence and county lines. The manager ensures there is a good recruitment process, which means that children are cared for by staff who are suitable to do so. Staff carry out a daily risk assessment to ensure the premises are safe for children.

What does the setting need to do to improve?

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

- plan and provide more opportunities for children to expand their enjoyment of books
- develop the curriculum for mathematics and maximise opportunities to teach

mathematical skills and concepts.

Setting details

Unique reference number	EY481921
Local authority	Essex
Inspection number	10236488
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	30
Number of children on roll	25
Name of registered person	Mini Marvels Nursery Limited
Registered person unique reference number	RP906057
Telephone number	07565540589
Date of previous inspection	7 March 2017

Information about this early years setting

Mini Marvels Nursery Ltd registered in 2015. The nursery opens from Monday to Friday, during school term time. Sessions are from 9.30am to 2.30pm. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector observed activities, indoors and outside, and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with staff at appropriate times during the inspection.
- Parents spoke to the inspector about their views of the nursery.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

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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