

Inspection of Mini Treasures Nursery

238 Camberwell Road, Castlemead T & R Hall, London SE5 0ET

Inspection date: 5 January 2023

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 and their parents are warmly welcomed on arrival. Staff engage them in conversations in English and their home languages, which make them feel valued and raise their sense of belonging. Children are encouraged to be independent. For example, they take off their coats and accessories, find their labelled pegs, and take responsibility for their belongings. Children say goodbye to their parents and settle quickly at the wide range of exciting activities on offer.

Children engage well with adults during their learning experiences. They respond to questions and show a positive attitude to their learning. Children demonstrate their good concentration skills as they take on the role of firefighters. They enjoy painting flames on the doll's house and use foam and spray water to extinguish the 'fire' and rescue the small-world figures. This increases children's understanding of safety and knowledge of people who help us in the community.

Children behave well. They listen to adults and follow instructions. Children know the routine and are given clear explanations about what is happening next. Staff give praise and encouragement, and children respond well to completing tasks for themselves. Children use good manners, share resources with their peers, and understand the nursery's rules and boundaries.

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

- Staff gather information about children when they first start, and plan activities to follow their interests. They use observations and assessments of children, which ensure that any possible gaps in learning are identified quickly. Staff work with other professionals to support children who need extra help. This ensures that all children, including those with special educational needs and/or disabilities, make good progress from their starting points. However, staff do not liaise with other settings that children attend in order to support their learning further.
- The nursery has recently introduced a new way of planning activities to initiate child-led learning. They provide a broad range of activities to cover the curriculum areas, and staff engage well with children to extend their thinking. However, systems are not fully embedded, which means that individual learning and activities are not always sequenced to build on what children need to learn next.
- Staff support children's communication and language development well. They proactively engage children in conversations and use opportunities to extend their vocabulary. Children enjoy singing and sharing stories, and talk about their home experiences. Staff ask meaningful questions and give children time to think and respond, which supports their confidence.

- Parents speak highly of the setting. They say that their children are happy and settled and make good progress with their language, confidence and self-help skills. Parents receive daily feedback on their children's routine and achievements. Next steps are shared, and children take books and activities home to extend their learning and love of reading.
- Mathematics is woven throughout daily routines and activities. Staff use opportunities to extend children's understanding. For example, children enjoy finding and identifying numbered pebbles in the sand and count their fingers as they put gloves on. Children begin to understand the concept of money as they role play shops and pretend to buy food items. Children blow bubbles with staff and compare sizes.
- Children benefit from the setting's ethos of fully embracing diversity. Children attend from different cultural backgrounds and speak different languages alongside learning English. Staff promote different festivals and international days, which involves parents sharing stories and artefacts. This helps children to learn respect for others and understand what makes them unique.
- Staff promote healthy lifestyles and extend children's understanding of looking after their bodies. Children follow good hygiene routines and understand the importance of washing their hands. Children eat nutritious snacks and meals and drink water. They have regular exercise in the garden and practise running and riding bikes to extend their gross motor skills.
- The manager follows robust recruitment procedures. All new staff complete relevant checks and receive a detailed induction process. This ensures that all staff understand their roles and responsibilities. All staff have regular supervision and access ongoing continued professional development to extend their knowledge. The manager monitors practice and staff use peer-on-peer observations to enhance their teaching skills further.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They use risk assessments and daily checks to ensure that the environment is safe and free from hazards. Staff supervise children closely and maintain ratios. Staff complete safeguarding training, including in the 'Prevent' duty. They recognise the signs and symptoms that might indicate that a child is at risk of harm or abuse. Staff understand the setting's policy and know the procedure to follow if they have any concerns about a child's welfare. The manager ensures that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- increase partnership working with other settings that children attend to promote a more consistent approach to care and learning
- strengthen planning to identify more precisely what children need to learn during activities to maximise their learning.

Setting details

Unique reference number	EY396425
Local authority	Southwark
Inspection number	10235331
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	18
Name of registered person	Mini Treasures Nursery Ltd
Registered person unique reference number	RP907739
Telephone number	02072524452
Date of previous inspection	21 February 2017

Information about this early years setting

Mini Treasures Nursery registered in 2009. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are six members of staff, of whom five hold relevant childcare qualifications from level 3 to 6. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Helen Craig

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 deputy manager and has taken that into account in her evaluation of the provider.
- The deputy manager and inspector carried out a learning walk together to discuss the setting's intentions for children's learning.
- The deputy manager and inspector carried out a joint observation of an activity and discussed the impact this had on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the deputy manager about safeguarding and how the setting evaluates their practice.
- The inspector looked at relevant documents, including paediatric first-aid qualifications, insurance, and suitability checks for all 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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