

# Inspection of Mini Steamers Childcare

Morris Street Hall, 91a Morris Street, SWINDON SN2 2HS

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Inspection date: 9 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 receive a warm welcome from staff as they arrive. Staff and parents help the children to hang up coats and bags before they go off and play. Children are happy and settle quickly. Staff are kind and friendly towards children. For example, babies receive cuddles and play peekaboo games. They giggle and smile. Other children have their favourite songs sang to them.

Children explore a variety of activities that are set out based on their interests. They move freely around the room. The children quickly absorb themselves in the activities on offer. Staff talk to the children as they play, modelling language. For example, children learn about vegetables that grow in the garden, including their names, colours and shapes. The children use tools to dig and plant, having fun using their sense of smell to help them remember each vegetable. They continue to develop their learning through storytelling and at snack time, when they name and talk about fruit.

Children behave well. The staff use the 'golden rules' to help children to manage their feelings. Staff model 'kind hands' and support the two-year-old children to play together and take turns to build a train track. The children deepen their concentration as they continue to play trains together.

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

- Parents praise the staff and nursery. The manager offers an individual approach to support the children starting at the nursery. Parents feel informed about their children's learning through conversations with staff. They feel that their children have made good progress since starting nursery. They particularly enjoy the stay-and-play sessions where they have first-hand experience of what the children are learning.
- Managers and staff identify children with special educational needs and/or disabilities. The staff plan next steps for the children's learning, monitor their progress and share this with parents. They work closely with parents and other professionals to help children thrive and achieve.
- Staff plan structured group times for all the children, where they listen to stories and sing action songs, such as 'Walking Through the Jungle' and 'Baby Shark'. They use props and sounds to encourage children's learning of animal names.
- All the staff get to know the children, and each child has a key person. However, at times, key persons miss opportunities to increase and build special bonds throughout the day, such as during everyday care routines.
- Children learn about mathematical language when developing their imaginary play. The staff introduce new language to the children about 'big and small' when the children play with the toy animals and the doll's house furniture.

- Children are learning about routines in the day. The staff give reminders and two-minute warnings when an activity is ending, for example when it is time to tidy up. Staff also encourage children to join the 'train' to wash their hands by singing the same song.
- The children learn about the world around them by going on outings to the local area and trips to the park. The manager carefully plans the transition to the pre-school site. Staff from the pre-school visit and get to know the children before they move. Children also go on outings to visit the pre-school site, so they get to know what it is like.
- The staff are aware of allergies and children's dietary needs and they ensure parents' preferences are met. At snack time, staff help children to identify colours and help them recall the names of the fruit. They encourage children to learn about the importance of healthy food choices.
- The manager encourages staff to develop their knowledge of child development and improve their skills. Staff receive ongoing support with their training and development, with regular supervision sessions and staff meetings.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager is the designated safeguarding lead and all staff have completed safeguarding training. There is a thorough system in place for recruitment to ensure that individuals are suitable to care for children. Staff have a good understanding of the possible signs and indicators of abuse and know how to report a concern. Regular informal training is in place and staff have quizzes during meetings to keep their safeguarding knowledge up to date.

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

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

- encourage key persons to make full use of everyday opportunities to further strengthen their bond with children.

## Setting details

<b>Unique reference number</b>	EY437453
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10235609
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Caluan, Karen Maria
<b>Registered person unique reference number</b>	RP515276
<b>Telephone number</b>	01793490888
<b>Date of previous inspection</b>	30 January 2017

## Information about this early years setting

Mini Steamers Childcare registered in 2011. It is located in the Rodbourne area of Swindon, Wiltshire. The nursery operates from 7am to 6.30pm, Monday to Friday, all year round. It employs five members of staff, all of whom hold appropriate childcare qualifications. The manager holds a qualification at level 5, two members of staff hold qualifications at level 6, one holds a qualification at level 3 and one is qualified at level 2. The nursery receives funding to provide free early education for children aged two and three years.

## Information about this inspection

### Inspector

Verrity Simons

## 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 deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views on the setting with the inspector.
- Children spoke to the inspector 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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