

Inspection of Mini Minds Nursery

18a Park Avenue, Kettering NN16 9RU

Inspection date: 23 January 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery, demonstrating that they feel safe and secure. Older children find their named shoe baskets and change into their indoor shoes. Younger children settle quickly. They giggle as staff use a blanket to play hide and seek. Babies smile and coo in delight as staff sing 'Incy Wincy Spider'.

Staff encourage older children to extend their thinking. For example, children decide to go on a pretend shopping trip. They write a shopping list, using pencils and notepads. The enthusiastic staff join in to encourage the children's ideas. The children develop their speaking skills as they hold back-and-forth conversations with staff. They use words such as red peppers and sweet hot chilli. The staff encourage the children to use their imagination as they go around the room and find bags and items they purchase from the 'shops'.

Children are curious and engaged in their play. For example, older children make a balance for toys using cardboard tubes and wood. They are eager to find toys to balance their creation. Children use mathematical language, such as heavy, fall, down and balance. Younger children concentrate and listen as they pour and drop pasta into the tray.

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

- Children make good progress. They have many opportunities to access books throughout the nursery. Older children listen to 'Room on the Broom' and 'The Gruffalo'. They retell the stories, using bricks and wooden animals. Younger children sit together and develop their listening skills as staff read the story 'On the Farm'.
- Older children develop their communication skills as they learn new words. For example, older children mix lemon, orange and herbs in a pestle and mortar. Staff share words such as coriander and cinnamon. Children are highly engaged and delight in smelling the mixture. Staff provide lots of opportunities for two-way conversations with children. However, younger children are not always supported with their speech and language. Sometimes, staff working with this age group do not speak clearly, to help children learn new words.
- Staff support children with special educational needs and/or disabilities (SEND) well. They identify when there are concerns about a child's development. The staff understand the role of other professionals in supporting children. Staff provide puppets and books for children with SEND, to support their learning at home.
- Children are beginning to learn the rules and routines of the nursery. Older children use good manners as they respond, 'yes, please', when staff offer them more paper to paint on. Younger children know to sit on the bench and put on

their boots before playing outside. However, staff do not always manage unwanted behaviour well enough. For example, older children sometimes throw toys and run inside. Staff do not manage these incidents or explain why this could be dangerous.

- Children learn to keep healthy and to be independent. Staff help the children to serve their lunch of pasta, cheese, cucumber and carrots. They help children to pour their drinks from a jug into open cups. Children learn to wash and dry their hands and put the paper towel in the bin.
- Children have lots of opportunities for fresh air and to be active. Older children have free access to the nursery garden. They play on balance bikes, ramps and tricycles. They jump and climb on an obstacle course they make from tyres and planks. Younger children explore the mud and water in the garden.
- The manager has a clear vision for the nursery. She has completed training to help support staff's well-being and mental health. Staff state that they feel supported. The manager reflects on staff practice and has a realistic view of the quality of teaching. Staff receive regular meetings. This helps the manager identify their strengths and where training may be beneficial.
- Parents state that they feel supported and well informed. Staff supply information to parents on their child's learning. For example, they provide face-to-face discussions, online messages and stay-and-play sessions. Parents speak highly of the kind staff. They are happy with how their children have settled and progressed.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding and know the signs of abuse to look for. They know the procedures to follow if they have a concern regarding a child's well-being. Staff attend regular training to keep their safeguarding knowledge up to date. They are aware of local safeguarding concerns, such as female genital mutilation and county lines. Robust recruitment and induction procedures are in place to ensure that staff are suitable to carry out their roles. Children are well supervised by staff, both indoors and outdoors, ensuring they remain safe.

What does the setting need to do to improve?

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

- increase support for staff to improve the quality of interactions with the youngest children so that all staff are consistently promoting children's early communication and language development
- build on staff's practice, to help children regulate their behaviour and understand the impact of unwanted behaviours.

Setting details

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| Unique reference number | 2606364 |
| Local authority | North Northamptonshire |
| Inspection number | 10263016 |
| 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 9 |
| Total number of places | 36 |
| Number of children on roll | 60 |
| Name of registered person | Mini Minds Childcare Ltd |
| Registered person unique reference number | 2606365 |
| Telephone number | 01536 238915 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Mini Minds Nursery registered in 2020. It is located in Kettering, Northamptonshire. The nursery employs 12 members of childcare staff. Of these, 11 hold early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Winterton

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 this into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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