

# Inspection of Mini Me's Nursery Barnsley

Eldon Street North, The Eldon Centre, Barnsley S71 1LQ

---

Inspection date: 21 February 2023

<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	Good
--	------

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

### **The provision is good**

Children are supervised closely by the well-deployed staff team. Babies approach staff for cuddles whenever they feel unsure or unsettled. The warm, caring attitude of staff helps all children to feel settled and secure in their surroundings. Older children develop their imagination and communication skills when they recall and re-enact the 'We're Going on a Bear Hunt' story. Children work together to create an obstacle course and discuss which parts are the forest and river. The staff member allows children to lead their own play, asking pertinent questions to extend their learning. Staff support children to develop their physical and mathematical skills. For example, children learn the concepts of over, under, in and out as they negotiate the obstacles.

Two-year-olds are provided with opportunities to practise using a knife and fork during a planned activity at snack time. Staff provide them with pancakes and a range of toppings to try. Children are encouraged to use their cutlery to eat the pancake. They are also encouraged to talk about the different topics, supporting their communication skills. Children behave well. As they get older, staff support them to abide by simple rules. Children express how they should have 'kind hands and feet', listening ears and walking feet inside. They explain how they can run outside but only when it is not slippery, otherwise they must walk, so that they stay safe.

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

- Management have identified a range of purposeful skills they would like children to develop and build on as they move through the nursery. Staff continually monitor children's progress from their starting points to ensure every child is supported to make progress in their learning and development.
- Staff identify children with possible delays in their development. They work closely with parents and other professionals to ensure children's needs are met. Targeted support enables children with special educational needs and/or disabilities to make the progress of which they are capable of.
- Younger, non-mobile babies are closely supervised by staff to ensure they receive the care and attention they need. They benefit from opportunities to lay under activity centres, where they can kick and reach for the toys. This helps to develop their physical skills.
- Older babies develop their fine manipulative skills when exploring the play dough. Two-year-olds are encouraged to help make the play dough, which increases the range of skills they are encouraged to develop.
- Staff engage in children's chosen play experiences. They introduce simple words to babies and provide a narrative as older children play. Staff working with two-year-olds hold simple conversations with them as they work on helping children

to put two or more words together. Effective questioning of pre-school children enables them to extend their communication skills.

- Staff introduce children to a core range of stories and rhymes. Staff understand the importance of repetition in supporting children's communication and language skills. Pre-school children benefit from planned, purposeful daily circle time activities, where core stories are read to them. However, core stories and rhymes are not as well planned for children under three. This is because staff usually read stories to the younger children only when they show an interest in the books. At other times, staff use singing to pass time while children are waiting for their lunch to be served. These opportunities are not as well planned as they are for the pre-school children, to fully support every child's growing listening and attention skills.
- Staff sit with children, supporting good social interactions during mealtimes. Younger babies are held securely while being bottle fed. Older babies are encouraged to develop good hand-to-eye coordination as they learn to feed themselves with a spoon. As children progress through the nursery, staff help children to develop more control and coordination as they learn to confidently handle a knife and fork while eating.
- Staff introduce simple counting into babies' everyday play experiences. For example, they count one, two, three when babies build with bricks. However, some activities for older children relating to counting and numbers are too fast paced or advanced, to effectively support children's growing understanding of number. For example, during fun games outside, staff encourage two-year-olds to find hidden pancakes and to then count how many they have found. However, children are then encouraged to try and identify the numeral, which is too advanced for them.

## Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a sound understanding of possible indicators of abuse and referral procedures. They work closely with outside agencies, sharing information to ensure children remain protected from possible harm. Clear recruitment and vetting of staff helps to ensure children are cared for by suitable individuals. A full review of safety procedures has been undertaken by management following a child being left unsupervised in the secure outdoor area. Further robust checks are now undertaken to ensure named children are safely escorted outside to play and then back into the nursery building. Sweeps of the outdoor area are conducted more thoroughly and management closely monitor the improved procedures to ensure they remain effective. Close circuit television screens are also being set up in all nursery rooms, so that staff members can continually view the outdoor areas.

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

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

- review how core stories and rhymes are delivered to children under three years, so that staff more effectively use them to build on children's listening and attention skills
- support all staff to understand how to develop children's understanding of number through the delivery of developmentally appropriate activities.

## Setting details

<b>Unique reference number</b>	EY478380
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10278893
<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 4
<b>Total number of places</b>	126
<b>Number of children on roll</b>	197
<b>Name of registered person</b>	Mini Me's Nurseries Ltd
<b>Registered person unique reference number</b>	RP529329
<b>Telephone number</b>	01226 321855
<b>Date of previous inspection</b>	12 September 2018

## Information about this early years setting

Mini Me's Nursery Barnsley registered in 2014 and is managed by Mini Me's Nurseries Limited. The nursery employs 28 members of childcare staff, 20 of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Arnold

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection.
- The manager and inspector carried out a joint observation during a planned activity.
- Parents and grandparents shared their views of the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023