

Inspection of Millennium Minis Riverside

7 Teal Street, London SE10 0ST

Inspection date: 9 May 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 are happy at this friendly and welcoming nursery. They settle in their environment with their parents, and practitioners gather key information to support them through their day. Children form good relationships with practitioners. New children seek their key person for comfort when they feel unsettled. This demonstrates that children feel safe and secure in their care.

Children explore the setting independently and choose their resources. Practitioners follow children's lead and encourage them to follow their own ideas. For example, children decide to cook their play dough pizza. They discuss how they can cook it with a practitioner, before taking it to the home area to cook in the pretend oven. Children enjoy learning and make good progress. They choose from a range of activities that support their interests and development.

Children behave well. They show good listening skills with their peers and practitioners. Children show respect for their environment, as they use resources with care. Practitioners are positive role models. They speak kindly to each other and give children gentle reminders to say 'please' and 'thank you'. Children interact well with each other. They demonstrate independence and problem-solving skills. For instance, children dress up in school uniform in the home area. They put on trousers, skirts and jumpers by themselves and ask each other for help with fastenings at the back.

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

- Leaders have clear intentions for what they want children to learn. They support practitioners to implement a curriculum that supports children to become confident, independent and develop their skills in readiness for school.
- All children, including those with special educational needs and/or disabilities (SEND), progress well. Practitioners know their key children well. They provide learning experiences that challenge them and develop specific skills to support them to achieve their next steps in learning. However, some adult-led group activities are too long, and children become distracted, which impacts on their engagement.
- The special educational needs and/or disabilities coordinator has a good knowledge of all children with additional needs. She works well with parents, practitioners and other professionals to create individual learning plans to provide specific support to help close any gaps in children's learning.
- Practitioners support children's language development. They model language throughout the day and hold conversations that are rich in language. For example, practitioners discuss children's meaningful experiences from home, such as birthdays and trips. Younger children benefit from regular stories in a

group and one to one with practitioners.

- Children are supported to develop early mathematical skills. Children count during their play and do simple addition. They develop an awareness of mathematical language. Practitioners thread a range of words into activities to describe size. For instance, during a block activity, children describe their building as 'gigantic' and 'tall'.
- Children have regular access to the outdoors. They go for walks, visit local parks and use the nursery's outdoor space daily. Practitioners provide resources and activities, such as play dough and threading, to support children to strengthen the muscles in their wrists and hands in readiness for writing.
- Leaders use additional funding to enhance the provision. For instance, funding is used for the provision of additional staff, allowing practitioners the time to work individually with children with SEND. They also use it to improve outcomes for children from disadvantaged backgrounds through experiences and resources that meet their individual needs.
- Children are given time and encouragement to be independent in their self-care skills. For instance, children wipe their own noses at the nose station. They look in the mirror to check it is clean before putting their tissues in the bin. At mealtimes, children skilfully pour their own drinks and serve their own food. This equips children with essential skills for later life.
- Leaders have a clear focus on the well-being of practitioners to ensure that they are happy in their place of work. They have regular supervision sessions to celebrate their achievements and discuss areas for improvement. Leaders support practitioners to gain their qualifications and provide various training and team-building opportunities. Practitioners state that they feel supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and practitioners have a good knowledge of the signs and symptoms of abuse. They know the procedures to follow if they have concerns about a child in their care, including whistle-blowing. Robust recruitment and induction procedures are in place to ensure that all practitioners are suitable to work with children. Leaders and practitioners complete mandatory training, such as paediatric first aid and safeguarding.

What does the setting need to do to improve?

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

- help children to remain engaged and focused, such as by considering the length of time that they are expected to sit and listen during adult-led activities.

Setting details

Unique reference number	EY445935
Local authority	Greenwich
Inspection number	10276732
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	2 to 4
Total number of places	99
Number of children on roll	74
Name of registered person	Minis Childcare Limited
Registered person unique reference number	RP531576
Telephone number	020 3384 3805
Date of previous inspection	31 July 2017

Information about this early years setting

Millennium Minis registered in 2012. It is located within the London Borough of Greenwich. The nursery is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year. There are 15 practitioners who work with the children, of whom eight hold relevant childcare qualifications at level 2 and above. This includes two practitioners who hold qualified teacher status. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Katie Smith

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 practitioners and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children interacted with the inspector during the inspection.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leaders about the leadership and management of the setting.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of snack time with the deputy manager.
- The inspector observed the interactions between practitioners and children.
- The manager showed the inspector documentation to demonstrate the suitability of practitioners.

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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