

Inspection of Mini Uni Nursery

St Mary's Hall, Norman Road, London E6 6HN

Inspection date:

16 August 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff demonstrate caring attitudes towards children. They communicate with children warmly, asking them questions as they engage in activities and as they play. Children enjoy these interactions and feel secure with familiar staff. They happily select toys and choose where they want to play. However, staff do not always implement the curriculum well enough, particularly during the holiday periods. They do not always consider children's interests or their prior learning in their planning. This impacts on the progress children make. In addition, staff do not always ensure their own speaking of English enables children to hear and develop their own language and vocabulary well.

Some aspects of the curriculum support children well. For example, they benefit from trips out and recently enjoyed a trip to an aquarium. Children learn to be independent and develop self-care skills, including washing their hands before meals and self-serving their own food.

Children behave well. Staff remind them about the basic 'golden rules' and provide support for them to take turns. Staff offer lots of praise, and this helps children to develop a positive sense of self.

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

- Staff support children's learning reasonably well at routine times, such as lunchtime, where they demonstrate to children how many plates are required. However, the curriculum, overall, is not implemented consistently. Staff do not always consider what they want children to learn when they plan activities. For example, children are encouraged to make 'the rainbow fish' but have not read the book and do not have any pictures to aid their understanding. Leaders say the curriculum is less focused during the school holiday periods. This does not enable those children who attend throughout the year to have their learning supported and continued.
- Staff engage warmly with children. However, some staff do not give quieter children enough time to respond or to ask their own questions. In addition, not all staff are strong models of spoken English. This impacts on how children develop their own language skills.
- Leaders reflect on the environment and make changes. For example, they adapt the layout to prevent children from running inside. However, the learning environment does not fully support the learning needs of the children who attend. For example, there are limited displays, and children's achievements and experiences are not always reflected.
- Staff make use of the nature reserve behind the nursery, so children get regular opportunities to enjoy more space and explore outdoors. However, staff do not

always make best use of the outdoor area attached to the nursery, to support children's learning to a higher level. For example, there are limited resources available for children to use to fully extend their physical skills.

- Staff do not always help children to learn about taking care of themselves. For example, they do not always help them to understand the importance of taking additional precautions, such as wearing sun hats or sun cream while playing outdoors in hot weather.
- Leaders make timely referrals for children with special educational needs and/or disabilities (SEND). They engage with parents and follow the recommendations of other professionals. This means consistent strategies are in place to meet the needs of children with SEND.
- Leaders prepare children well for their next stage of learning. For example, they organise visits to local schools and include their school uniforms in the role-play area. This contributes towards helping to support children as they prepare to start school.
- Parents comment that staff take their children on trips they may not otherwise experience, including using public transport and going swimming. Leaders communicate that they have worked hard to improve parent partnerships, offering ideas for home learning and sharing activities available in the local area. This supports continuity for children between the nursery and home.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment and vetting procedures are thorough and ensure staff are suitable to work with children. The manager ensures continued suitability through staff supervisions and being present in the nursery. All staff are paediatric first-aid trained. They are knowledgeable about possible signs of abuse and how to report these. Staff know how to respond appropriately to concerns, or allegations against other staff members. Outings are assessed in advance for risks and daily risk assessments are carried out to ensure the nursery is safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|------------|
| plan and implement a sequenced, challenging curriculum, based on children's interests and needs, that supports their continued progress | 27/09/2023 |

| | |
|---|------------|
| improve staff's interactions with children to develop all children's communication and language skills. | 27/09/2023 |
|---|------------|

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

- ensure the indoor learning environment supports the curriculum more effectively and meets children's learning needs
- review the organisation of the outside area to offer opportunities for children to engage in active, physical play and develop their gross motor skills
- support children to develop a deeper understanding of how to keep themselves safe, particularly when spending time outdoors in the sun.

Setting details

| | |
|--|---|
| Unique reference number | 2653756 |
| Local authority | Newham |
| Inspection number | 10306734 |
| 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 | 1 to 3 |
| Total number of places | 32 |
| Number of children on roll | 22 |
| Name of registered person | Lollyday Childcare and Education Services Ltd |
| Registered person unique reference number | 2653755 |
| Telephone number | 07903777199 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Mini Uni Nursery registered in 2021. It is located in the London Borough of Newham. It is open weekdays and provides full day care. The nursery provides a breakfast club from 7am to 8.30am and an after-school club from 3pm to 6pm. It also offers a holiday play scheme during the school holidays. There are five members of staff who work directly with children, including the manager. The manager and three other members of staff hold a suitable early years qualification at level 3.

Information about this inspection

Inspector
Nicola Baker

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 provider and has taken that 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 their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities 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.
- The inspector observed the interactions between staff and children.

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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