

# Inspection of Mini's Daycare

60 - 62 Lodge Street, Preston, Lancashire PR1 8XE

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Inspection date: 18 October 2023

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|                              |             |
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| <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

Leaders and staff prioritise developing children's language and early mathematics skills to build strong foundations for future learning. The manager has completed extensive training to support these areas. As a result, children are confident communicators and enjoy solving number-based problems. Staff build close relationships with babies and children from the outset. They get to know them well and gather plenty of information from parents. This helps children to settle quickly and feel secure. Babies learn and play in a calm environment, where staff support their developing physical skills. Staff help young babies to sit unaided and understand how to strengthen the core muscles through 'tummy-time' activities.

Staff teach children to follow instructions to help keep themselves safe. They behave well as they move between activities and different areas of the nursery. Children understand staff's expectations of them and why rules are in place. Leaders plan a broad range of activities. For instance, pre-school children enjoy attending weekly swimming sessions. This expands their scope of experience, and they develop their independence skills as they undress and dress themselves.

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

- Leaders and senior staff support less experienced staff well, and leaders plan training to improve staff's practice. However, training is not always tailored to staff's individual development needs. Therefore, the improvements in their practice are not always focused on the areas that would benefit children's learning the most.
- Staff monitor and assess children's learning effectively and share their progress with parents. Staff identify emerging gaps quickly and work with parents to implement consistent strategies to support children's learning. Staff incorporate children's interests and home lives into activities to engage their attention. This helps children make good progress in their learning across the curriculum.
- Staff embed children's understanding and promote positive attitudes towards play and learning. For example, children eagerly join in with familiar actions and phrases from favourite stories. Children lead their own play and encourage their friends to join in. They make stickers together, which they excitedly distribute to staff and other children. Children are curious and competent learners.
- Children have daily access to fresh air and enjoy their outside play times. Staff support them to climb the large equipment, ride scooters and throw and kick a ball. This helps to support their physical development and overall well-being.
- Staff understand how to sequence children's learning well. Children build their social and self-care skills as they work towards their move on to school. Pre-school children serve their own lunch, choose from a breakfast menu and chat sociably around the table at mealtimes. Children learn key life skills.

- Leaders and senior staff have a good understanding of their role in supporting children with special educational needs and/or disabilities (SEND). They work with a range of external agencies to ensure children have the support they need. Staff work hard to help children with SEND make progress from their individual starting points.
- Staff provide effective support for children who speak English as an additional language. They learn key words in children's home languages. Staff also teach these key words to other children to support their communication with one another. As a result, children make good progress across the curriculum and in learning language skills.
- Staff support children to understand how they are each unique. For instance, activities, such as making play dough faces, include resources in different colours and shades to represent all children. Parents are invited in to read to children in their home languages. Children begin to appreciate our diverse world.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of safeguarding policies and procedures. Leaders make sure new staff are confident and understand how to refer concerns about children's welfare appropriately. Staff refresh their safeguarding knowledge regularly and share new information with the team. For example, staff have recently completed further research on adverse childhood experiences. Staff are vigilant in making sure children are collected by authorised people and make additional checks to confirm this when necessary. The manager has systems in place to ensure staff's continued suitability to work with children. This helps to ensure children's ongoing safety.

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

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

- strengthen the focus on individual staff's personal and professional development to have greater impact on children.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY439115  |
| <b>Local authority</b>                             | Lancashire  |
| <b>Inspection number</b>                           | 10308366  |
| <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 3  |
| <b>Total number of places</b>                      | 31  |
| <b>Number of children on roll</b>                  | 32  |
| <b>Name of registered person</b>                   | Mini Magees Limited   |
| <b>Registered person unique reference number</b>   | RP531213  |
| <b>Telephone number</b>                            | 01772 556 545   |
| <b>Date of previous inspection</b>                 | 29 March 2018   |

## Information about this early years setting

Mini's Daycare registered in 2012 and is located in Preston, Lancashire. The nursery operates Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. There are 10 members of childcare staff. Seven of these, including the manager, hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Johnson

## 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, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspector about their friends and families and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The nominated individual spoke to the inspector about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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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