

Inspection of Mini Treasures Day Nursery

21 Morden Hall Road, Morden, Surrey SM4 5JD

Inspection date: 17 April 2024

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children are settled and the atmosphere is calm. Children busy themselves with a range of activities that are suited to their age and ability. Staff and managers plan the curriculum to meet the needs of the children. Staff warmly address children and take time to get to know each child. Children are confident to speak and show curiosity in what is happening around them. For example, they look at trees being felled outside in the nearby park. Staff speak to children about what is happening and how the man in the tree stays safe. This helps to maintain children's interest and extend their learning.

Staff keep children safe by making them aware of the space around them and their friends. They remind children to be courteous and respectful of each other. Staff model expected behaviour by showing kindness and being polite. Staff help children's independence by demonstrating how to self-serve with serving spoons. Children copy and use two spoons to increase their dexterity. They are congratulated for doing well. Children are encouraged to take turns, show patience, and leave enough for friends.

Staff talk confidently about their key children and their next steps in development. However, this message is not always clearly delivered to parents. This means that parents may sometimes miss opportunities to help with their child's learning at home. Children engage with activities that are based on a wide topic, which changes each term. Staff design activities within this to suit the interests of all children, including those with special educational needs and/or disabilities (SEND).

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

- Children listen and respond well. For example, older children join staff in talking about the police and show what they know. They offer ideas and discuss what transport police may use. Staff prompt children and ask them to remember and build on existing knowledge. Children suggest different vehicles and confer with friends when given clues to come up with an answer.
- Children enjoy using a range of play equipment outside. Older children practise using their perspective and spatial awareness. They experiment going forwards and backwards while pedalling trikes, and their friends watch and cheer them on. Children practise balancing on wooden discs of different heights. They use their coordination and gross motor skills to successfully step from one to another. Staff watch and allow children to manage their own risks to develop confidence.
- Children enjoy a healthy, balanced menu. They know to wash their hands before eating and to sit down. They tuck into food and eat well. All staff are informed about allergies and dietary requirements and preferences. Children use forks to

help themselves to fruit and talk about how 'yummy' it tastes. Staff use the opportunity to comment on the 'crunch, crunch' of the breadstick, and introduce new language. They encourage the children to listen to the sound it makes.

- Staff use broad topics, such as spring, as a starting point for planning. Each room enjoys different activities that are based on children's interests and abilities. Staff make links with their learning to help with children's enjoyment and engagement. For example, young children enjoy a trip to the park. They see ducks. Staff encourage them to say the word, and then link it with the sound it makes. Children enjoy using their fine motor skills to make ducks with yellow tissue paper to display on the wall.
- The nursery works well with outside agencies to ensure positive outcomes for children. For example, managers and staff work together with local services to set targets and implement strategies for children with SEND. Staff liaise with local schools to ensure consistency in children's care.
- Parents report being pleased with the nursery. Parents comment on how happy and settled their children are. They enjoy regular photographic updates on the parenting app and can see what activities their child has been experiencing throughout the day. However, parents are not clear with regards to their child's stage of development and how to progress to the next step. This means that opportunities for learning and development could potentially be missed.
- Staff monitor children effectively and keep them safe. However, at times, there are inconsistencies in the deployment of staff. This means that although staff are present at nursery, some staff may temporarily be left with higher numbers of children.
- Toddlers practise their early writing skills by drawing on the floor with chalk outside. Staff notice and ask children what they are doing. They join alongside children and help them to draw their shadows. Children maintain their interest, concentrate on the task, and are motivated to keep trying, while being supported by staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop communication with parents to ensure that they receive up-to-date information about their child's development and how to support it at home
- ensure that the deployment of staff consistently meets the safety and well-being requirements of all children.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY423126 |
| Local authority | Merton |
| Inspection number | 10338129 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 33 |
| Number of children on roll | 43 |
| Name of registered person | Siwoku, Sharon Enefa |
| Registered person unique reference number | RP907740 |
| Telephone number | 0208 6486 275 |
| Date of previous inspection | 21 June 2019 |

Information about this early years setting

Mini Treasures Day Nursery registered in 2011. The nursery is in Morden, in the London Borough of Merton. It operates from Monday to Friday, 8am to 6pm, for 51 weeks per year. The nursery provides funded early education for three- and four-year-old children. It employs six staff, including the manager. Five staff hold a childcare qualification at level 2 or 3.

Information about this inspection

Inspector

Zoe Duggan

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 inspector observed the quality of the education being provided across the nursery indoors and outdoors, and assessed the impact on children's learning.
- The inspector and manager carried out a joint observation in the pre-school room.
- Parents and staff spoke to the inspector and shared their views.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024