

Inspection of Little Mu'mins Day Care Ltd

89 Rolleston Street, LEICESTER LE5 3SD

Inspection date: 19 June 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children blossom and thrive in the care of the attentive staff team at this child-centred nursery. Children and their parents are warmly welcomed by leaders and staff as they arrive. Staff go above and beyond to ensure that the settling-in process provides reassurance and emotional security for children and their parents. For example, staff encourage babies to follow their individual sleep routines in the calm sleep area. This helps children to feel safe and secure. Babies and children snuggle up with their key persons for cuddles, and staff show genuine love and affection. As a result, children are confident to play in and explore the nursery's stimulating environment.

Children show high levels of concentration and become deeply involved in their learning. For example, staff teach children to use tools safely. Children competently use a knife and saw 'back and forth' to cut through a lemon and a ginger stem. They add their ingredients with water to a porcelain teapot and pour into a teacup. Staff allow children time to think and respond. For example, staff enquire what is happening to the water as the tea infuses and why. This supports children's critical thinking and problem-solving.

Staff skilfully expand babies' sounds and words and accelerate their use of language by offering a narrative during their play. When staff notice babies and toddlers looking up at the skylight and shielding their eyes, they extend their knowledge by telling them that the light source is the sun shining through the glass. Staff are quick to demonstrate how shadows are made. Babies and young children delight as they make different patterns with their bodies. This supports babies to understand the physical world around them.

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

- Leaders support their staff to continually develop professionally. Staff receive regular supervisions when they are set targets that are designed to continuously build on their already excellent knowledge. Staff reflect together and discuss how to incorporate new ideas into their practice. This has resulted in staff allowing children to explore their interests when children are highly engaged and show a real passion for learning.
- Staff are excellent role models, and they create a culture of respect and understanding. They politely ask babies if they are ready for a nappy change and ask older children if they can join in with their play. This empowers children to be confident to make their own choices. Staff offer consistent praise and encouragement, which builds on children's well-being and nurtures strong relationships. As a result, children's behaviour is exemplary.
- Children benefit from a range of physical activities that they thoroughly enjoy,

such as throwing balls, jumping and balancing. Staff lead a jumping game, and afterwards, they ask children to feel their chests. Children notice their hearts are beating 'so fast'. Staff extend children's knowledge by talking about the effect that exercise has on our bodies. Staff talk to the children about healthy food, and children become highly engaged in conversations about what vegetables they like to eat. This supports children to have a strong understanding of healthy lifestyles.

- Staff's interactions with children are of the highest standard. They complete targeted training, such as a programme to help pre-school children improve speech and language skills. Staff's expertise in supporting children's communication has enabled them to address needs arising from the pandemic. They use skilful questioning and model the correct use of language. Staff read with enthusiasm to children. Babies repeat simple words back while older children confidently retell and predict what will happen in familiar stories. These strong foundations in communication and language help children to progress exceedingly well in all areas of learning.
- Staff plan engaging experiences to support children's mathematical development. For instance, children concentrate and show resilience as they sort and count objects to 10 and beyond and recognise numbers. Staff model how to weigh, measure and understand concepts, such as 'heavy', 'light' and 'equal' when exploring weighing scales.
- Staff provide effective support for children with special educational needs and/or disabilities. They identify gaps in children's development at an early stage and act promptly to address them. Staff work closely with other professionals, such as speech therapists and local authority advisers, to ensure that children achieve their potential.
- Parents speak highly of the nursery in every aspect. They explain that the staff provide detailed written and verbal handovers each day to ensure that they know how their child is progressing. Staff run stay-and-play sessions and offer parent workshops, such as 'Big Cook Little Cook' and 'How to support your child to become independent'. This support builds a close parent partnership, which contributes highly to children receiving the best start in their education.
- Staff plan a wealth of opportunities for children to broaden their experiences. For example, they take a walk to the local shops and parks. They visit a variety of different places of worship, and staff teach children about the diverse community they live in. Children show visitors their Mehndi patterns on their hands and talk confidently about what they learned about Eid.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY452806
Local authority	Leicester
Inspection number	10338343
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	51
Number of children on roll	69
Name of registered person	Little Mumins Day Care Ltd
Registered person unique reference number	RP531932
Telephone number	01162620474
Date of previous inspection	10 September 2018

Information about this early years setting

Little Mu'mins Day Care registered in 2012 and is located in Leicester. The nursery employs 16 members of childcare staff, including the provider, the manager and the deputy manager. Of whom, 14 staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, during term time. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Lancaster

Inspection activities

- This was the first routine inspection the provider has 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 completed a learning walk with the manager and the deputy manager through all areas of the premises that are used by the children.
- Parents shared their views through verbal feedback. The inspector took account of these views.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence of staff's suitability and qualification records.

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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