

Inspection of Minibugs Wincobank

205 Tyler St, Sheffield S9 1DJ

Inspection date: 26 February 2025

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

The curriculum is designed and implemented well. Staff describe the nursery as a place for children to learn, play and grow. Staff are clear about what they want children to learn to help them make good progress in their development. Staff support children effectively to be confident learners who are filled with curiosity and feel safe and secure to explore the wonders of their environment.

Children enjoy their time at this warm, welcoming and family-centred nursery. Staff are positive and caring. Children develop close bonds with their key person. Staff use information collected from parents when children start to help them understand children's interests and meet their individual needs effectively. This supports children to settle quickly and helps them feel safe and secure. Babies who are new to the nursery show they already feel safe in their new environment. Staff affectionately play with babies and offer plenty of cuddles and affection when babies become a little unsettled.

Children are encouraged to be independent in all aspects of their self-care and learning. Staff carefully design each room to make sure children can access toys and learning resources for themselves. Staff support young babies to hold their own spoons at mealtimes. Young children are supported to put on their own shoes and coats to go outside. Older children serve their own lunches and scrape their plates when they are finished. This supports children to develop the independence skills they need ready for school. Staff are positive role models, and children behave very well.

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

- Management foster a team approach and have a good oversight of the effectiveness of the curriculum. They provide ongoing support to staff through their coaching and mentoring approach. They implement effective induction procedures so staff are clear about their roles and responsibilities. They regularly review practice and provide good training opportunities for staff to enhance their skills and improve the provision. For example, staff recently attended 'time for stories' and 'the wonder of twos' training.
- Staff use regular observations and assessments to identify what children need to learn next. They quickly recognise if children need any additional support. Staff work with parents to create targeted plans so that there is continuity between home and the nursery. As a result, all children, including those with special educational needs and/or disabilities (SEND), make good progress.
- Leaders and staff place a high focus on supporting children's language and literacy skills. They promote a love of books. For example, children enjoy listening to the 'Handa's Surprise' story and eagerly join in with the story using

props. Staff support children's early language development well. They model the correct language and introduce new words. For instance, children hear words such as 'squark' and 'sour'. Staff consistently use visuals and singing to help all children to understand.

- Overall, staff use children's play and the environment effectively to extend their learning through adult-led activities. Older children learn to hold pens correctly and sequence numbers. However, there are times when staff do not recognise when children would benefit from more support to build on their interest and extend their learning. Consequently, there is some inconsistency in the quality of support for children's learning during adult-led activities.
- Children benefit from time spent outside. They explore the outdoor play spaces with confidence and independence. They develop physical agility as they run, balance on tyres and jump off them safely and with confidence. Older children use wheeled toys and bicycles competently. They have great fun playing hide and seek and 'What's the time, Mr Wolf?' together.
- Staff help children gain an understanding of the wider world. For example, they learn about different cultural festivals and share stories about their different home lives and experiences. Children enjoy looking at the family board and talking about their families.
- The nursery cook provides healthy, home-cooked meals. He leads cooking sessions with children to help them learn about foods that are good for our bodies. Staff encourage children to drink plenty of water and explain the importance of keeping hydrated. Oral health is promoted, and staff teach children about looking after their teeth.
- Staff establish very strong partnerships with parents from the outset. They work with parents to help children to settle and gather information about the family and children's developmental progress. They routinely share information about children's experiences and their focus for future learning. Regular stay-and-play sessions, for example breakfast and craft sessions, provide good opportunities for parents to spend time with their children in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the interests of children first.

What does the setting need to do to improve?

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

- support staff to better recognise, and make more effective use of, spontaneous opportunities to extend and challenge children's learning.

Setting details

Unique reference number	EY546037
Local authority	Sheffield
Inspection number	10376598
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	74
Number of children on roll	81
Name of registered person	Minibugs Nurseries Limited
Registered person unique reference number	RP906016
Telephone number	0161 831 9722
Date of previous inspection	28 May 2019

Information about this early years setting

Minibugs Wincobank registered in 2017 and is located in Sheffield. The nursery employs 18 members of childcare staff. Of these, 15 staff hold early years qualifications at level 3 or higher. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 7.30am until 6pm. The nursery provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, 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 staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers shared their views of the nursery with the inspector.

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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