

# Mini Treasures

238 Camberwell Road, Castlemead T/A Hall, London, SE5 0ET

<b>Inspection date</b>	20/02/2013
Previous inspection date	13/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The premises are secure and the staff supervise the children well to help keep them safe.
- Staff use interesting resources to effectively encourage children to concentrate and spend time at an activity.
- The staff use picture signs and familiar words to successfully support children who are learning English as an additional language.
- The staff support and encourage parents to become involved with their children's learning with the communication books and homework.

### It is not yet outstanding because

- Staff do not always make best use of the environment to further encourage children's investigation of the natural world.
- Children are able to use the toilets and hand basin but the mirror is placed too high for some children to watch themselves wash their hands or clean their teeth properly, to further embed these routines.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom and outside area.
- The inspector held separate meetings with the manager and the owner of the nursery.
- The inspector looked at some children's records, including the assessment processes for children's learning.
- The inspector took account of the views of parents.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

## Inspector

Sue Taylor

## Full Report

### Information about the setting

Mini Treasures registered in 2009 and is one of three nurseries run by the same owner. It operates from a room in the community tenants' hall on the first floor and is accessed by a flight of stairs. There is no lift. Children have access to an enclosed outdoor play area. The nursery is situated in a residential and commercial area of Camberwell, London Borough of Southwark. It is close to the main road with good transport links. The nursery is open

each weekday from 8am to 6pm, for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 16 children aged from a year on roll, some in part-time places, all children are in the early years age range.

The nursery supports children who speak English as an additional language. The nursery is located within the one of the most deprived areas of the Southwark borough with the majority of children coming from working professionals and students.

There are seven members of staff, of whom six hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The owner holds Early Years Professional Status. The nursery provides funded free early education for three- and four-year-olds.

### **What the setting needs to do to improve further**

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

- strengthen children's experiences and opportunities for exploring and investigating the natural world both outdoors and indoors
- improve the environment of the toilets by ensuring that all children can view the mirror, for example, when washing their hands or cleaning their teeth, so that they can see their own hygienic practice.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are making good progress in their learning and development. Key persons use the 'Development Matters in the Early Years Foundation Stage' guidance to assess where each child is in their learning. Key persons they regularly plan activities to support individual children's next steps in their learning from observations, and their knowledge of children's interests. They regularly plan activities to support individual children's next steps in their learning. Staff regularly assess children's ongoing development from their starting points, following the clear systems in place to do this. As a result they are able to effectively identify each child's next steps in their learning and easily identify any development gaps. The staff use these details to successfully complete the progress checks for two-year-olds, providing a written report for parents covering the three prime

areas. This includes information on children's personal, social and physical progress as well as their communication and language development. This enables parents to see how their children are developing and share their feelings about this.

Key persons and the manager work together or liaise with others to provide each child with the support they need. For example, children learning English benefit from additional input to help develop their language skills. Staff respect children's home languages key persons know some words that a child is familiar with to help them settle. Staff use picture signs, such as for toilet, to help children's understanding of the spoken word. The staff recognise the need to work in partnership with parents when assessing children's learning, especially for those who speak English as an additional language. For example, a child may be able to count to a higher number in their home language than in English. The nursery values and respects the diversity of children, parents, staff and the local community.

Staff provide accessible resources so that children confidently make their own choices about their play, or enjoy getting involved in activities planned by the staff. The staff use interesting resources to effectively encourage children to concentrate and spend time at an activity. Children love the large sand tray and using real, familiar household items such as pans, whisks and tins. Children show a greater involvement in their role play, when the cooker from the home corner is brought over to extend their play. This activity enables staff to engage in conversations supporting children's language development. Children also demonstrate good physical skills and can share resources well. Children like to use the outdoor play area. This provides opportunities to develop physical skills such as peddling on tricycles or digging in the sand pit.

The staff regularly involve parents in their child's learning. The communication books provide a weekly summary and note any particular achievements or areas of learning to develop. During meetings with parents, the key person shares the learning records that show them stage of development their children are at. Staff encourage parents to complete individual homework with children. Younger children take a book home for parents to read with them and comment on, for example, whether the child enjoyed it. This work may have more detail such as number work or writing practise to help prepare the older children for school.

### **The contribution of the early years provision to the well-being of children**

The nursery has an effective key person system in place. The named key person engages with the parent and child at a settling in session when they record the initial 'getting to know you' details. This enables parents to ask questions and get to know their child's key person. At times, a child's key person may change if it is best for the child, such as when they develop a closer bond with someone else. This is positive practice and supports children's emotional well-being. This supports children's growing independence and confidence that gives them the self-assurance they need for when they go to another setting or school. They learn to share resources and they respond positively to requests to help tidy up. Children behave well and happily play alongside each other.

Children love to go outside, playing in the fresh air as part of learning about and gaining a healthy lifestyle. They learn to use tissues for runny noses and clean their teeth after eating lunch. Children independently help themselves to drinking water throughout the day. Freshly cooked meals, delivered from the sister nursery, are popular and children are able to have second helpings if they wish. Children learn to keep themselves safe through consistent messages from the staff, such as holding on to the stair rail when walking up and down the stairs. They practise fire evacuation drills and take care with other children as they play, such as when using the slide.

The environment is welcoming with a wide range of good quality resources that staff put out daily, that promote children's learning well. Staff provide children with resources for imaginative and creative play, such as painting, role play areas and construction bricks. Staff provide some natural and interesting resources to encourage children's exploration. However, there are fewer experiences available for children to explore and learn about the natural world, such as planting. Children are able to access the toilet area themselves to follow simple hygiene routines independently. However, the mirror above the hand basin is too high for some children to see themselves as they wash their hands and clean their teeth, to further embed the routine.

### **The effectiveness of the leadership and management of the early years provision**

The owner and manager have a clear understanding of the safeguarding and welfare requirements. They have made sure that all documentation is in place and it reflects the recent changes to the Early Years Foundation Stage. Parents can easily view the written policies and procedures. As a result, they are aware of the practices at the nursery. The staff undertake regular training including safeguarding and updating first aid awareness. There are effective processes in place to help ensure concerns about children's welfare are suitably followed up. The premises are secure and staff take care to keep children safe, for example with a sturdy safety gate at the top of the stairs. Written risk assessments are in place for the environment and outings. The manager recently reviewed these to ensure they remain relevant and up to date. The nursery has a rigorous and thorough recruitment process, including checks on health and from the criminal records bureau to help ensure staff suitability. The new manager is enthusiastic about her role and manages the staff well ensuring suitable systems are in place to aid the smooth running of the nursery. She uses her own tracking system to monitor children's attainment and to note any learning gaps. She can check any gaps with the key person and ensure suitable planning is in place. There is regular supervision and six monthly appraisals are in place. These enable ongoing professional development for all staff, and staff are encouraged to attend different training courses.

The manager oversees practice at the nursery and follows up any issues as they arise. The nursery's self-evaluation demonstrates a clear awareness of strengths and identifies areas to develop that will have a positive impact on children's learning. The provider, manager and staff have securely met the actions and recommendations made at the last inspection.

For example, all children's details are in place including their date of birth. As a result, the nursery demonstrates a secure capacity for continuous improvement.

Partnerships with parents and others make a strong contribution to children's achievements and well-being. There are processes in place to ensure that information shared with other early years providers and other professionals, supports the continuity of children's learning and care. Parents are very happy with the care their child receives and like recently introduced changes such as communication books and homework. They have positive opportunities to contribute to their child's learning and development assessments. This supports children's continuing development and children benefit from this continuity of care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY396425
<b>Local authority</b>	Southwark
<b>Inspection number</b>	889285
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Mini Treasures Nursery Ltd
<b>Date of previous inspection</b>	13/01/2010
<b>Telephone number</b>	02072524452

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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Piccadilly Gate  
Store St  
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M1 2WD

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