

Mini Me's Nursery

Melbourne Avenue, FLEETWOOD, Lancashire, FY7 8AY



Inspection date

4 July 2016

Previous inspection date

12 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and leaders demonstrate a desire to improve. They have made significant changes to their practice and provision since their last inspection. Improved staffing levels and detailed development plans are clearly focused. This ensures that children's care, learning and safety are highly prioritised in all aspects of their work.
- Children have access to very attractive and safe environments that inspire them to play, learn and develop. Calm and relaxed areas help children to flourish and contribute towards them being confident and assured to make many choices for themselves.
- The whole staff team works together very well. Staff draw upon each other's strengths to create a diverse and dynamic team. They all share the same vision to engage as one whole family. Effective systems, such as peer observations and visits to other settings, contribute towards the high-quality teaching that children receive.
- Children are very happy and settled with a team of dedicated and caring staff. Effective key-group times are centred around helping children to secure emotional bonds with their key person. The engagement with other children helps them to value each other's uniqueness and contributes towards the formation of early friendships.
- The well-qualified staff use the information from their accurate observations and assessments of children's learning. They plan activities that are centred around children's next steps and interests. This contributes towards all children making good progress.

It is not yet outstanding because:

- On occasions, staff do not provide enough flexibility for children to direct their own learning during some adult-led activities.
- Staff do not fully provide precise information to parents of younger children about how learning can be extended at home.

What the setting needs to do to improve further

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

- provide more opportunities for older children to take charge of and direct their own learning during adult-led activities
- strengthen partnerships with parents of younger children and provide more precise information to further extend their learning at home.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed children in each age range, both indoors and outside.
- The inspector conducted a joint observation with the deputy manager during a planned activity.
- The inspector examined a range of documents. These included evidence of suitability, a record of staff qualifications and training, health and safety documents, policies and procedures, improvement plans and children's observation and assessment records.
- The inspector held discussions with the manager, deputy manager, business manager, staff and children during the inspection.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good knowledge of the policies and procedures to follow to protect a child's welfare. Children's safety is highly regarded. Recruitment procedures are robust and ensure that staff are skilled and suitable. Managers and leaders invest highly in their whole staff team. For example, new staff are assigned a mentor to help them become confident and competent in their role. Regular supervisions set clear targets for improvement and assess staff's ongoing suitability for their role. Relevant training is sourced to help staff extend their good knowledge and skills. Children's progress is monitored at every level to swiftly identify and support any emerging gaps. Staff are confident to access early support from other professionals to support children. Complaints procedures are robust and recording is accurate.

Quality of teaching, learning and assessment is good

Activities are challenging and fun. Babies delight in the sensory experiences, such as water play, that staff provide. Staff encourage early language development and model words, such as splash, to help children gain an understanding of different action words. Young children enjoy moving in a variety of ways around equipment, including crates, tyres and balance beams. Staff are on hand to remind children to be careful and demonstrate effective strategies to help them to gain more control over their balance. Effective teaching techniques, including daily letters and sounds sessions, help older children to acquire early reading skills. Staff's good interaction during play experiences, such as building sandcastles, helps children to gain a good awareness of size and measure.

Personal development, behaviour and welfare are good

Children are welcomed into an inclusive and nurturing environment where staff respond to their every need. Flexible play areas allow for children to make their own choices about where they will play. This contributes towards a smooth transition between rooms. Staff provide their continued support to encourage children to engage in new activities. For example, children begin to manage risks for themselves when tackling new challenges, such as hammering nails into wood. Staff provide a broad range of activities to promote children's good health. For example, children enjoy taking part in their daily wiggles and jiggles sessions and enjoy making healthy sandwiches for tea. Staff act as good role models for behaviour. They teach children to share, take turns and to value one another. Children readily adopt these principles when leading their own play, helping to guide and support others and when praising each other's achievements.

Outcomes for children are good

All children make good progress. Babies and younger children thrive in an environment where they feel assured and confident to freely explore their surroundings. Older children are motivated and confident learners who are keen to initiate their own play themes. They adopt customs and routines that will become part of their everyday life at school. For example, they line up and complete tasks for themselves to help develop independence. This prepares children well for their next stages in learning, including school.

Setting details

Unique reference number	EY437403
Local authority	Lancashire
Inspection number	1028599
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	84
Number of children on roll	152
Name of registered person	MINI ME'S (FLEETWOOD) LIMITED
Registered person unique reference number	RP531131
Date of previous inspection	12 September 2013
Telephone number	01253 778253

Mini Me's Nursery was registered in 2011. The nursery employs 24 members of childcare staff. Of these, 22 hold appropriate early years qualifications at levels 3, 4, 5 and 6, including a member of staff with qualified teacher status. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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