

# Minnie And Mamma Day Nursery



London Borough Of Merton, Pollards Hill Library, Mitcham, CR4 1LT

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 10 March 2017  |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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

- The manager provides regular support, supervision and continuous professional development opportunities for staff to increase their knowledge and skills. They are a motivated staff team that works together effectively and provides good standards of care and learning for children.
- The manager and staff successfully provide parents with ideas to extend their children's learning at home to help provide continuity in their learning. They work closely with families and have a positive, open and supportive relationship.
- Staff carry out regular assessments and plan for children's learning effectively. They plan motivating activities that interest children. Children make good progress in their learning, including those in receipt of funding and those who speak English as an additional language. They learn skills that prepare them well for school.
- Children are happy and build secure relationships with their key person and other staff. Staff are positive role models and treat each child with respect. Children behave well.

### It is not yet outstanding because:

- The manager does not have a secure overview of the development of specific groups of children to identify any gaps in their learning and help them to make best possible progress.
- Occasionally, staff miss the opportunity to challenge children's understanding of mathematical concepts to extend their learning further.

## What the setting needs to do to improve further

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

- monitor the progress made by different groups of children more effectively to identify any less-obvious gaps in their learning and support them to make the best possible progress
- build on children's learning to extend their understanding of mathematics.

### Inspection activities

- The inspector checked the safety and security of the premises. The inspector observed staff deployment and spoke to them about their understanding of how to protect children and keep them safe.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and sampled a range of documentation, including children's assessments, and documents confirming staff's suitability and qualifications.
- The inspector observed the quality of teaching in each room. She completed a joint observation with the manager.

### Inspector

Katarina Hustava

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and the manager provide effective leadership for the well-qualified staff team. They seek the views of staff, parents and children for further developments in practice to benefit all children in their care. For example, they have recently developed their outdoor garden area, which has extended children's ability to explore and investigate. Safeguarding is effective. The manager uses robust recruitment procedures to ensure that all staff are suitable to work with children. She deploys her staff well to supervise children and they minimise hazards to keep children safe, for example, by completing thorough risk assessments. The provider and the manager work closely with parents to allay any concerns they may have to ensure positive experiences for children.

### Quality of teaching, learning and assessment is good

Staff make precise assessments and use these to carefully plan for children's next steps in learning. Throughout the nursery, staff encourage children to explore and take part in a good range of activities. For example, babies explore the textures of sand and enjoy interactive rhyme tiles. Staff help children express their imagination. For instance, they encourage children to build constructions and support their pretend play in the home corner. Staff encourage pre-school children to practise their early reading and writing skills, such as learning the sounds and names of letters in the alphabet. Staff help children to become successful communicators. For example, they talk slowly to help children hear and pronounce new words to extend their vocabulary. Children who learn English as additional language soon become confident talkers.

### Personal development, behaviour and welfare are good

The manager allocates a key person to each child, which helps them settle in quickly when they first start. Staff meet individual children's needs well. The provider closely monitors mealtimes to ensure children benefit from healthy and nutritious food. Children help themselves to fresh drinking water and eat good-sized food portions. Staff positively manage children's behaviour. Children are kind and considerate to each other. Staff teach children about equality and diversity within the local community and wider world. For example, they learn about the festivals people celebrate and listen to stories.

### Outcomes for children are good

Children are active and motivated to learn. They play and eagerly explore. They develop good physical skills. For example, they ride on tricycles and scooters, and play with balls and cars. Children learn how technology equipment works. They are creative and enjoy singing and action rhymes. All children develop good independence skills that help them prepare for the next stage in their learning and eventual move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY495355  |
| <b>Local authority</b>                           | Merton  |
| <b>Inspection number</b>                         | 1086363   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 37  |
| <b>Number of children on roll</b>                | 41  |
| <b>Name of registered person</b>                 | Minnie And Mamma Day Nursery Ltd  |
| <b>Registered person unique reference number</b> | RP534923  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 0208 679 3816   |

Minnie and Mamma Day Nursery registered in 2015. It operates from Pollard Hill Library, Mitcham in the London Borough of Merton. It operates from 8am to 6.30pm, five days a week, for 51 weeks a year. The provider employs seven staff. Of these, one holds a degree in early years, four staff hold a childcare qualification at level 3 and two staff hold a qualification at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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