

Mini Me's Pre-School

Isleworth Public Hall, South Street, Isleworth, Middlesex, TW7 7BG



Inspection date

16 May 2018

Previous inspection date

23 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff have developed highly effective partnerships with parents, who report very positively about their experiences. They explain that staff are welcoming, flexible and 'go out of their way' to support their family's needs.
- Staff carefully assess children's progress, observe their play and plan relevant activities. As a result, all children, including those who receive additional funding, are making at least typical progress from their starting points.
- Children who have special educational needs and/or disabilities are particularly well supported. Staff have developed highly effective links with other professionals working with the children and regularly communicate with them to share practice and plan carefully tailored support.
- Children are happy and confident. They eagerly approach staff to show them their pictures or to invite them into their play. They enjoy being active and learning about the benefits this has on their health.

It is not yet outstanding because:

- At times, some staff miss opportunities to extend further and enhance all aspects of children's learning, such as by introducing new vocabulary or asking challenging questions.
- Although staff have high expectations of children's behaviour, they do not always provide a clear explanation about how some aspects of their play may affect others.

What the setting needs to do to improve further

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

- enhance the already high-quality teaching to promote even more opportunities for children to challenge, question and explore new ideas and concepts
- enhance opportunities for children to deepen their understanding of the impact of their behaviours on others.

Inspection activities

- The inspector observed activities and care routines across both rooms and outside.
- The inspector held discussions with the manager and staff, and spoke to children at appropriate times.
- The inspector spoke to parents and considered their written views.
- The inspector reviewed a sample of documentation and records.
- The inspector carried out a joint observation with the manager.

Inspector

Amanda May

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of child protection procedures and how to keep children safe. They carefully risk assess all aspects of the setting and remind children about taking care. Staff explain that they receive training and support from the manager, who is approachable and supportive. The manager provides carefully chosen training opportunities, which reflect the needs of the children. For example, when noticing that some children required further support in making relationships with others, staff used what they learned at relevant training to enhance their practice. Staff fully value the views of parents and encourage them to participate within the setting. Staff share information about the progress children are making, helping parents to further support this at home.

Quality of teaching, learning and assessment is good

Staff use the information gathered from observing children's play to plan enjoyable and purposeful activities. The manager oversees the quality of teaching and reviews each child's progress to ensure they are developing well. Staff act as positive role models and encourage children's speech and language particularly well. For example, some staff use signing games and provide commentary about what children are doing, modelling the correct pronunciation of sounds and words. Staff have taken positive steps to enhance boys' interest in literacy. For example, they have introduced a wide range of opportunities for children to make marks in a variety of ingredients, including flour, sand and gloop. A precise focus on planning relevant activities has helped to improve progress.

Personal development, behaviour and welfare are good

Children enjoy being active and staff make good use of the space they have outside to promote physical play. Children enjoy racing on scooters and tricycles. They visibly enjoy being outdoors. Children encourage their friends to join in their play and they work together to achieve a desired goal, such as filling up a bottle with coloured sand. Children are very confident and show high levels of self-esteem, smiling happily when staff recognise and praise them for showing off a new skill they have learned.

Outcomes for children are good

Children enjoy looking at books with staff and also independently. They sit together and talk about what they see in the pictures. Children's language is encouraged by some staff asking children what they think might happen next. Children enjoy exploring the natural world, such as looking for snails in the garden and smelling the lavender and herbs. They show interest in their learning and are well prepared for starting school.

Setting details

Unique reference number	EY331592
Local authority	Hounslow
Inspection number	1085846
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	29
Name of registered person	Mini Me's Pre-School
Registered person unique reference number	RP526148
Date of previous inspection	23 January 2015
Telephone number	07932 085 895

Mini Me's Pre-School is privately owned and registered in 2006. It is open each weekday from 9.15am to 3.15pm, during school term time. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. There are six members of childcare staff, including the manager. Two staff hold an early years degree qualification at level 6. Three staff hold appropriate early years qualifications at level 2 and level 3.

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