

Mini Me's Pre-School

Inspection report for early years provision

Unique reference number

EY331592

Inspection date

04/11/2009

Inspector

Julie Biddle

Setting address

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

Telephone number

07932 085 895

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Mini Me's Pre-School is privately owned. It opened in 2006 and operates from adjoining rooms in Isleworth Public Hall, in the London Borough of Hounslow. A maximum of 24 children may attend the pre-school at any one time. There are currently 19 children in the early years age group on roll. The pre-school is open each weekday from 09:30 to 12:30 during term time. Children have access to a small enclosed outdoor play area. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs five staff, including the manager, all staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this provision as they play and explore. Their individual needs are met because staff build good relationships with parents. The staff team are developing their understanding of the Early Years Foundation Stage (EYFS), and this results in children making satisfactory progress in their learning. The manager/provider is aware of strengths and areas for development, although the system to monitor effective practice and continued improvement is in its infancy.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- organise snack times to enable children's independence to be fully promoted
- develop self-evaluation systems for an ongoing review of practice to identify strengths and areas where improvements are needed
- continue to develop partnerships especially by involving parents to extend learning at home
- develop and plan the use of the outdoor play space to extend children's learning
- continue to develop the planning and assessments systems to ensure each child receives an enjoyable challenging experience.

The effectiveness of leadership and management of the early years provision

Staff are deployed effectively across the setting which ensures children are secure and their safety is monitored. Children are safeguarded because suitable staff

recruitment procedures include relevant checks, such as criminal record checks, references. New staff spend a trial day in the setting before contracts are signed, they are also expected to read policies and procedures. Staff are secure in their knowledge of safeguarding issues and implement these effectively to ensure children's well-being is given priority. Staff carry out daily visual safety checks on the premises and written risk assessments for indoor and outdoor activities are in place to ensure children are not exposed to hazards.

Children and parents are warmly welcomed into the setting, and parents are encouraged to share information about their child to enable positive working relationships to develop. Relevant information is sought when a child starts to ensure continuity of care is provided. Parents are supportive and say that their children are happy to attend the nursery. The key person system works effectively and ensures that all relevant information about a child is verbally shared between the setting and the parents. However, parents do not receive information about the EYFS, how the days activities are linked to this, and how learning can be extended at home.

The setting is proactive in forming links with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively. Staff promote inclusive practices; all children make sound progress because their individual needs are taken into account and they are encouraged equally to access the play opportunities on offer.

The provider/manager and deputy are a strong team. Both are committed to ensuring that the staff within the setting attend further training and workshops to build upon their skills and knowledge. All of the provision's policies and procedures are up-to-date and underpin the practice carried out by staff.

Self evaluation is in its early stages, however, recommendations set at the last inspection have been addressed which shows the commitment and ability for continuous improvement. Although parents are not currently involved with the process of self-evaluation, the nursery works closely in partnership with them and is starting to develop ways of including parents in self evaluation, for example, questionnaires about the service provided have been given to all parents. The provider/manager and manager are currently working with the staff group to improve the outdoor area for the benefit of all the children.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in their environment and are starting to demonstrate a sense of belonging. They are beginning to form positive relationships with the staff and their peers, and so feel safe and secure. Children are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. Children are praised for their efforts and achievements which supports their self-esteem. Many children are beginning to learn to share and take turns and some help staff to tidy away the resources. Observational assessments and records are beginning to be used to inform

planning and support progress for individuals, and to fully enable staff to further track children's progress and identify the next stages of their learning. However, these systems are in their early stages and being developed.

Children are learning how to keep themselves safe, and they behave in ways that are safe for themselves and others. They understand that they are expected to sit at a designated table when eating their snack. Staff and special visitors, such as the lollipop lady, discuss a range of safety aspects, such as keeping themselves safe when crossing the roads. Children are developing an understanding of healthy lifestyles; they are beginning to understand when it is important to wash their hands. They enjoy a healthy snack of fruits and drink water or milk. However, there are missed opportunities for children to pour drinks to support independence. Children are increasing their physical skills as both inside and in the outdoor area. Children enjoy pushing buggies, kicking footballs and balancing on beams.

Children learn to value and respect diversity within society as a range of multicultural play resources and those that reflect positive images of disability are accessible to them. In addition, a variety of world faith festivals are acknowledged; this includes sending cards to family members for special events. Staff demonstrate an understanding of the needs of children who are learning English as an additional language. Bilingual staff mean that children have opportunities to extend their vocabulary and participate fully. In addition, staff find out about key words used at home and use them effectively to communicate with the children. This helps the children to feel settled and included.

Children enjoy creative activities, such as gluing and using glitter as they produce fire work pictures. Children thoroughly enjoy singing and are beginning to join in with well known songs, such as Zoom zoom and special songs, at the start and end of each session. More confident children choose their favourite songs and sing solos. All the children laugh as they join in with actions, such as clapping hands and stamping feet.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met