

# Mini Explorers Day Nursery

54 High Street, SANDY, Bedfordshire, SG19 1AJ



<b>Inspection date</b>	18 October 2016
Previous inspection date	27 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 make regular assessments of children's development and use this information to plan for their next steps in learning. The progress of individual children and groups of children is tracked continually and any concerns are swiftly addressed.
- The provider ensures that all staff have good knowledge of new government initiatives to further protect children's welfare. She uses meetings to train staff and provides different scenarios for them to discuss. They learn how to recognise areas of concern and how to make appropriate responses.
- Staff effectively teach children about healthy diets through fun activities. As they learn about Harvest time, staff bury root vegetables in the garden for children to find. Children enjoy digging them up and staff help them to understand the process from vegetables being in the ground to children eating them for meals.
- Staff give high priority to promoting children's communication and language skills. They help children learn descriptive words, such as smooth and shiny. They also model good listening skills. Parents comment on the rapid progress their children have made in their language development within the first few weeks of being at the nursery.

### It is not yet outstanding because:

- Staff do not always gather in-depth information from parents when children first start at the nursery, in order to make highly accurate assessments of children's starting points in learning.
- Staff do not always establish highly effective partnerships with other providers that children attend to share information on children's ongoing learning.

## What the setting needs to do to improve further

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

- gather more information from parents about children's achievements at home, so that children's starting points in learning can be more accurately assessed, and learning planned for at the earliest opportunity
- strengthen the partnerships with other providers where children attend so that more precise information about children's next steps in learning is shared.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the manager, deputy manager and provider.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure understanding of how to recognise the signs and symptoms of abuse. They know the procedures to follow if they have a concern about a child. Self-evaluation is effectively used to drive continuous improvements. The views of parents are gained through questionnaires and are reflected in the ongoing plans for the nursery. Recruitment and vetting procedures are robust. New staff are supported well through their induction and they quickly gain a good understanding of their roles and responsibilities. The staff benefit from supervision meetings, where their professional development is given high priority. Staff confidently talk about the positive impact training has on their practice. For example, they have learnt about how babies' brains develop and the importance of secure attachments.

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

Staff recognise patterns of children's play and learning. They provide many opportunities for children to play and explore. Staff give children time and space to watch and observe activities until they are confident to join in. Babies enjoy making marks with paint. They use real vegetables to print with and enjoy splashing them in the paint. Staff give young children the time to experiment with glue as they make models. They look at pictures of tractors and children engage in making their own from recycled materials. Older children use dinosaurs in a playhouse. They demonstrate their developing imagination as they make up stories together. Staff encourage parents to play an active part in children's learning. Parents borrow activity bags containing items, such as for mark making and cooking to use at home. Children also enjoy taking home the nursery teddy bear and share their news about the places they have taken it through stories and photographs.

### Personal development, behaviour and welfare are good

Babies benefit from consistent care from their key person. They quickly settle into the nursery and benefit from secure routines, such as sleeping when they need to. Mealtimes are sociable occasions where all children in the nursery eat together. Children are highly independent as they serve themselves and pour their drinks. Children's behaviour is good. They play together well and develop effective friendships with their peers. Staff provide many opportunities for children to be outside in the recently developed garden. They have carefully considered the spaces children need to develop their physical skills. For example, they have fenced off part of the car park as a flat surface for children to ride bicycles safely. Babies have their own garden spaces where they can explore and learn outdoors.

### Outcomes for children are good

Children are developing into independent learners and are gaining the skills they need to be ready to move to the next room or on to school. Children use pencils and talk about the marks they are making on paper. Younger children stack up small blocks to make towers, they count how many blocks they use and name shapes, such as stars. Staff use small-group times to help children to learn how to listen to, and follow instructions. Children understand that they can offer suggestions and staff will listen to them and follow their actions.

## Setting details

<b>Unique reference number</b>	EY439807
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1059972
<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 - 9
<b>Total number of places</b>	48
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Mini Explorers Limited
<b>Registered person unique reference number</b>	RP526261
<b>Date of previous inspection</b>	27 September 2012
<b>Telephone number</b>	01767689688

Mini Explorers Day Nursery was registered in 2012. The nursery employs 11 members of childcare staff. Nine members of staff hold appropriate early years qualifications at level 3 or above. The nursery opens on Monday to Friday from 7am until 6.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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