

Mini Miners Nursery School

All Saints Church, Bollo Bridge Road, London, W3 8AX



Inspection date

17 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The monitoring of staff practice and support for their professional development is not effective enough to improve the quality of teaching to a good level.
- Staff do not make accurate observations of children's development to assess children's progress effectively, identify their next steps for learning and plan their individual progression. Not all children make the good progress they should.
- Staff do not consistently interact and communicate effectively with children to engage, challenge and motivate them fully in their learning.
- The system for self-evaluation is not used fully effectively to identify and address weaker areas of practice to improve outcomes for children.

It has the following strengths

- Children are happy at the nursery. Staff are kind and caring. Children benefit from the positive way that staff care for them and help them to feel safe.
- Staff have good relationships with parents. There are daily opportunities to share information about the children's day to help meet their individual care needs well. Parents comment that they are happy with the care their children receive.
- The provider, who is also the manager, uses effective recruitment and vetting procedures to ensure all staff are suitable to work with children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve systems to support and monitor staff practice effectively and provide them with professional development opportunities to help them deliver good quality teaching and learning experiences for all children	05/01/2017
■ develop staff's knowledge of how to accurately assess children's progress and how to use this information to help plan appropriate activities for what each child needs to learn next	05/01/2017
■ improve the quality of teaching to increase staff's understanding of how to communicate effectively, to ensure children receive consistent learning opportunities that engage, support and challenge them fully in all aspects of their learning and development.	05/01/2017

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

- develop the effectiveness of self-evaluation to ensure it targets areas for improvement accurately to enhance outcomes for children.

Inspection activities

- The inspector spent the majority of time observing the children in the nursery and in the garden.
- The inspector sampled children's information and development records.
- The inspector held discussions with the provider and staff.
- The inspector talked to a number of parents and read parents' feedback to obtain their views about the nursery.
- The inspector completed a joint observation with the provider.

Inspector

Jennifer Devine

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider and all staff have recently completed safeguarding training. They demonstrate a sound awareness of child protection issues and the procedures to follow should any welfare concerns arise. Staff undertake daily checks of the environment to minimise any hazards and keep children safe. The provider meets most of the welfare requirements effectively using a full range of policies and procedures, which she suitably implements. For example, she ensures staff meet ratios and are deployed effectively to supervise children at all times. However, although she uses some procedures to monitor staff practice and to evaluate the provision, these are not effective enough to identify all weaknesses to raise the quality of teaching to a good level.

Quality of teaching, learning and assessment requires improvement

Staff make some observations and assessments of children's learning. However, they do not ensure these are accurate enough to identify their next steps for learning and plan for each child's learning needs. Staff set up the playroom with activities and children are suitably occupied, choosing what they want to do. For example, they enjoy water play and independently explore how to use different objects for collecting water. Children develop their creativity, for example, they make autumn pictures using paints, leaves and twigs. However, staff do not engage and communicate with children consistently during activities and do not recognise how and when to extend their learning.

Personal development, behaviour and welfare require improvement

Staff are friendly and children have positive relationships with their key person. However, staff do not ensure the learning environment is stimulating enough to provide children with suitable challenges to help them make the best progress. Staff provide suitable rules and expectations for behaviour. They teach children to have respect for others and the environment, for example, involving children in tidying and sweeping up. Children are well behaved and learn to share and take turns. They learn to be independent in some of their routines, such as in hand washing and pouring drinks at snack time. Staff are building links with local schools to support children when they move on in their learning.

Outcomes for children require improvement

Children make some progress in relation to their starting points. However, they do not have consistent levels of challenge to extend their learning further and prepare them well for school. Children are active and develop good physical skills. For example, they enjoy climbing and swiftly move around on the trikes outside. Children are confident and sociable. For example, they form good relationships with each other.

Setting details

Unique reference number	EY483375
Local authority	Ealing
Inspection number	996726
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	24
Name of registered person	Mini Miners Nursery School Limited
Registered person unique reference number	RP534126
Date of previous inspection	Not applicable
Telephone number	020 3609 8484

Mini Miners Nursery School Ltd registered in 2014 and operates from a church hall in Acton in the London Borough of Ealing. The nursery school is open from 9am to 3pm each weekday, term time only. The provider, who is also the manager, employs four staff who are all suitably qualified. The provider receives nursery education funding for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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