

Inspection of Mini Miners Nursery School

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

Inspection date: 4 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are well cared for in a safe, secure and welcoming environment. Staff ensure that every child enjoys a broad range of exciting activities that reflect their individual needs. Resources are plentiful, well maintained and organised effectively to encourage children to make independent choices. Staff have high expectations for children and praise them for their efforts and achievements. Children concentrate well and are engaged and enthused in the activities available to them. Staff encourage children to develop their resilience and to keep trying when they attempt a new skill for the first time, for example, using a hand whisk in water to make bubbles.

The key-person system is embedded and children settle quickly. They develop close bonds with the staff and their friends and this contributes positively to children's well-being. Children are well behaved and show tolerance, awareness and concern for others as they play together.

Staff incorporate the teaching of mathematics into everyday activities. For example, children confidently count out plates for snacks. They identify shapes in the environment and understand simple concepts such as fractions as they share their fruit. Children enjoy the outdoors and benefit from fresh air and exercise. They have access to a well-resourced garden and go on regular trips in the local community.

What does the early years setting do well and what does it need to do better?

- The manager and staff have made significant improvements since their last inspection. They are a hard-working team who work very well together to provide the best possible environment for children to learn and develop. They have worked well with the local authority to implement improvements and have plans in place to address areas of development to continue to further improve outcomes for children.
- Staff are enthusiastic and engaging and communicate well with children. For example, they talk about what they are doing and ask questions to extend children's learning. However, occasionally, they do not allow children quite enough time to think through their answers and respond.
- Staff are skilled in providing teaching that builds on what children already know and can do. They provide activities that follow the child's individual interests and what they need to learn next. This is closely monitored by the manager to ensure all children make good progress.
- Children are becoming independent learners. They put on their wellies and coats to go outside, and pour their own drinks. Robust hygiene procedures are in place and children wash their hands and explain why they need to do so.

Children develop a positive attitude to leading a healthy lifestyle and enjoy eating nutritious food at lunch and snack time.

- Staff work well with parents and share information with them about their children's learning and development. Parents know how to support their children's learning and confirm that their children achieve well. They appreciate the good support their children receive from the friendly and approachable staff team.
- Staff support children to develop an understanding of how to lead a healthy lifestyle. Children know the importance of handwashing before meals. They talk about the food they are eating and why it is good for them.
- Staff talk to children in a calm manner and support their social and emotional needs effectively. Children are kind and well mannered. For example, they often remind each other to say 'please' and 'thank you' as they share their toys and take turns.
- Children make good progress from their starting points. They are working at a level typical for their age. They gain the key skills needed for the next stage in their development and eventual move to school.
- The dedicated manager works well with her staff team to evaluate the effectiveness of the nursery. They have regular meetings and together they reflect on practice and identify areas for further improvement. Purposeful supervision meetings and observations of practice support staff to develop their teaching skills. Training has had a positive impact on experiences for children as staff apply their new-found knowledge and skills.
- Staff support children's early literacy skills effectively. For example, children act out the bear hunt story in the garden. They retell the story to their friends as they use the resources available. Older children recognise the letters in their name and begin to write them with chalks on the ground.
- Occasionally, times of the day between activities are not organised as effectively as possible. Children are sometimes left waiting and become distracted.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended relevant safeguarding training. They have a secure understanding of what to do if they are concerned about a child's welfare. Additionally, staff know the procedures to follow if they have concerns about another member of staff. The manager makes good use of one-to-one discussions and team meetings to keep staff up to date with legislative changes. When appointing new staff, the manager follows thorough recruitment processes. This ensures staff are suitable and have the necessary skills to fulfil their roles in the nursery.

What does the setting need to do to improve?

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

- review changes in routine to reduce the amount of time that children have to wait without being occupied
- provide children with plenty of time to think, respond and talk through their own ideas.

Setting details

Unique reference number	EY483375
Local authority	Ealing
Inspection number	10114514
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	34
Number of children on roll	20
Name of registered person	Mini Miners Nursery School Limited
Registered person unique reference number	RP534126
Telephone number	020 3609 8484
Date of previous inspection	18 June 2019

Information about this early years setting

Mini Miners Nursery School registered in 2014. It operates from a church hall in Acton in the London Borough of Ealing. The nursery operates from 8am to 6pm each weekday. The provider, who is also the manager, employs four staff who work with the children. The manager has a degree in early years and three members of staff hold early years qualifications at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The inspector completed a learning walk with the manager to understand how the early years provision and the curriculum are organised.
- The inspector observed the interactions between staff and children and considered the impact on children's learning.
- The manager took part in a joint observation with the inspector.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.
- The inspector sampled various documents, including children's records, staff's qualifications and a range of policies and procedures.

We carried out this inspection 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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