

# Mini Vip's Childcare

Oaklands, 16 Gretton Road, Cheltenham, GL54 5EG



<b>Inspection date</b>	29 May 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Staff do not consistently give children clear messages about how to manage their feelings and behaviour as they play and learn together.
- Staff do not fully use the information that they gather from observations and assessments to offer children appropriate levels of challenge, to engage them in learning.
- Leaders do not monitor staff practice fully effectively. The quality of teaching is variable throughout the nursery. Not all children make the progress of which they are capable.
- Systems for monitoring children's progress are inconsistent. Assessments are not always accurate enough for leaders and staff to identify gaps in children's learning.

### It has the following strengths

- Children are happy and settled. They develop secure relationships with the adults who care for them. Older children develop friendships with their peers.
- Staff provide children with opportunities to learn about the diverse lives of people from their local community. For instance, they go on walks and visit the local care home.
- Partnerships with parents are well established. Staff inform parents about their children's learning. Parents are happy with the care that their children receive.
- Staff organise the environment well to encourage children to be independent at making their own choices.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ provide clear and consistent boundaries to support children to manage their behaviour appropriately, including adjusting their behaviour to different situations	12/06/2018
■ use information gathered from observations and assessments to plan activities that offer children appropriate levels of challenge.	12/06/2018

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

- strengthen procedures to monitor staff performance to ensure that they have the skills and knowledge needed to provide consistently good teaching
- develop monitoring systems further, to assess precisely the progress made by individual and groups of children.

### Inspection activities

- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures, and risk assessments.
- The inspector held a leadership and management meeting with the manager, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader. She took into account the views of the parents spoken to on the day of the inspection.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Leaders ensure that staff have an appropriate understanding of child protection issues. They suitably understand the procedures that they should follow to report any concerns that they have about a child's welfare. Leaders and staff recognise their responsibilities to keep information safe and confidential. They follow robust procedures to recruit staff who are safe and suitable to work with children. Although staff are mostly qualified, the leader does not support them with their professional development further and the quality of teaching is not consistent. Staff place children's safety as a priority. For instance, they risk assess and deploy themselves appropriately to ensure that children are supervised at all times. Leaders have evaluated and identified most weaknesses in practice. However, new systems are in the early stages, which means that some breaches in requirements have not been identified.

### Quality of teaching, learning and assessment requires improvement

Staff are kind and welcoming. However, some staff are less confident and the quality of interactions and teaching differs. Staff observe children's progress. However, assessments are not always precise enough. Staff and leaders cannot accurately assess the progress that children are making to enable them to identify gaps swiftly and target support promptly. Staff provide children with some experiences that they enjoy. For example, the youngest children enjoy using their senses to explore during frozen jelly play and older children giggle as they play imaginatively with staff and pretend to feed them 'sour lemons'. Weaknesses in assessment mean that staff do not offer children appropriate levels of challenge to keep them engaged and focused to learn.

### Personal development, behaviour and welfare require improvement

Staff are not consistent at managing children's behaviour. Although they keep children safe, children sometimes push each other and throw toys, and staff do not always help them to follow the boundaries. Staff meet children's care needs well. For example, they follow parents' routines and their use of the key-person system means that children's hygiene needs are addressed promptly. Staff promote children's health and well-being effectively, such as through providing children with opportunities to have daily fresh air and exercise.

### Outcomes for children require improvement

Children gain some skills that prepare them for the next stage in their learning and the eventual move on to school. However, due to weaknesses in teaching and assessment, children do not all make as much progress as possible. Children are confident and keen to explore. Older children are motivated to learn and develop their mathematical skills well. For example, they excitedly make their own numbers using play dough.

## Setting details

<b>Unique reference number</b>	EY499598
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1136667
<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 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	Mini Vip's Nursery & Daycare Ltd
<b>Registered person unique reference number</b>	RP535339
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07901 797193

Mini VIP's Childcare registered in 2016. The setting is based in Winchcombe, Cheltenham, in the county of Gloucestershire. The setting is open Monday to Friday, all year round, and operates between the hours of 7.30am and 6pm. Staff offer care before and after school and school-holiday care to school-aged children. The setting is closed for one week over Christmas. The provider and director are both qualified at level 3 and they employ 24 staff. Of these, two are qualified teachers, one has a qualification at level 4 and nine have relevant qualifications at level 3.

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