

Inspection of Mini Uni Nursery

St Mary's Hall, Norman Road, London E6 6HN

Inspection date: 10 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive with a big smile on their face and settle easily. Staff create a warm, friendly and inclusive environment. They help children to feel safe, secure and happy. Staff offer an ambitious curriculum so that all children make good progress in their learning. For example, staff share emotion cards with children to help give them the appropriate vocabulary to express their feelings in a healthy way. Staff encourage children to enjoy water play activities. This helps children to develop their creativity and imagination as they splash and pour. Children handle different tools, such as funnels and jugs, which helps develop their fine motor skills.

Staff talk to children about behaviour rules to help build their confidence, communication, concentration and curiosity. Staff intervene sensitively at any time during conflict to establish the cause of upset. Children learn about a sense of right and wrong. They understand how to cooperate, wait and take their turn. They show kindness towards each other. Staff teach children about the life cycle of a snail. For example, children learn that snails are so slimy that they leave a trail of slime behind them when they move. Children learn how to take care of snails, which supports their understanding of living things.

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

- Leaders reflect highly on practice and have made significant improvements since the last inspection. For example, the reorganisation of the learning areas inside and outside ensures children can access good-quality learning experiences throughout the day. Staff are well supported by leaders, who role model good practice and offer daily advice. They have access to further training to help children have the best possible outcomes. However, the new staff team does not always show a clear understanding of the learning and development areas through its interactions with children. Therefore, children are not always challenged in their learning.
- Partnerships with parents are good. Parents speak highly of the care and education their children receive from staff. They comment on how far their children have made good progress from their starting points. Parents receive regular updates each day and via the parent online platform. Staff ensure they offer parents different suggestions to support learning at home. Staff work regularly with external agencies to support children with special educational needs/and or disabilities.
- Staff carry out comprehensive risk assessments indoors and outdoors to ensure the setting is safe for children. Leaders make sure that all staff are vetted and remain suitable to work with children.
- Staff support children to develop healthy attitudes towards food. Children enjoy a relaxed, supportive and engaging mealtime experience. They enjoy tasting

noodles, meatballs and vegetables and the coldness of ice cream.

- Children have plenty of opportunity to build on their language and communication skills, including children who speak English as an additional language. For example, staff introduce stories and props regularly to help inspire and encourage children to speak up. They give gentle instructions to all children to help them develop knowledge and skills across the curriculum.
- Staff support children to learn about mathematics in a fun way. For instance, children scoop out the seeds from watermelons and count the seeds. They ignite their senses as they feel the texture of the fruit and taste and smell it. They learn about size, shape and amount as they handle the watermelon.
- Children enjoy daily outdoor play, which helps support their physical health. For example, children ride small wheeled bikes, run, jump and move freely. They climb and balance, developing their coordination and gross motor skills. Children develop their social skills and support each other during play, building strong relationships.
- Staff provide children with good opportunities to take part in sand play to help support their fine motor skills. Children learn about the properties of sand. They dig, shape and mould the sand, which helps support their creative thinking and problem-solving skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the quality of teaching to ensure children are offered the best possible opportunities to extend their learning and development.

Setting details

Unique reference number	2653756
Local authority	Newham
Inspection number	10309544
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	30
Name of registered person	Lollyday Childcare and Education Services Ltd
Registered person unique reference number	2653755
Telephone number	07903777199
Date of previous inspection	16 August 2023

Information about this early years setting

Mini Uni Nursery registered in 2021. It is located in the London Borough of Newham. It is open weekdays and provides full day care. The nursery provides a breakfast club from 7am to 8.30am and an after-school club from 3pm to 6pm. It also offers a playscheme during the school holidays. The setting employs six members of childcare staff, all of whom hold an appropriate early years qualification at level 3 and above.

Information about this inspection

Inspector
Caroline Preston

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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