

# Inspection of Mns Kids Ltd T/as Evolution Childcare @ Turville School

Turvill Village Nursery, School Lane, Henley On Thames RG9 6QX

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Inspection date: 3 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and show that they feel secure in the nursery. They are keen to take part in the activities and staff have high expectations of them. Staff demonstrate this well when they challenge older children to complete a complex jigsaw puzzle. Children gain confidence in their ability, telling friends who offer to help them to complete the puzzle, 'I think I can do it myself'.

Children have many opportunities to enjoy fresh air and exercise outdoors. They enjoy digging for worms and are keen to look very closely at one they find. Children concentrate well as they count the fish in the water tray. They enjoy navigating on the ride-on toys and laugh happily as they bang the percussion instruments to make loud noises. Staff interact well with children, building on their individual needs and interests. This is demonstrated when they help and encourage young children who are learning to walk, to develop their physical strength and balance.

Children behave well and develop good relationships with the staff, who give them lots of praise and encouragement. This supports children's emotional well-being effectively. Older children play and learn well together, such as when they work as a team to build a large model with the connection toys.

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

- The owner and manager have a good vision for the nursery. They have addressed the weaknesses identified at the previous visit well. They make sure that appropriate adult-to-child ratios are maintained, and that children are always carefully supervised. This is demonstrated when, for example staff consistently accompany older children to the toilets to promote their safety and welfare.
- Staff know the children well and plan a varied programme of activities to help them develop knowledge and skills for their future learning. Staff ask children questions, model language, read them stories and sing nursery rhymes with them. This supports children's language development well. For instance, the youngest children eagerly copied staff saying, 'bye-bye' to a new child visiting their room.
- Children develop their understanding of mathematical concepts well. Staff talk to them about 'big' and 'small' and encourage them to practise and extend their counting skills. Staff challenge older children effectively as they encourage them to think about 'how many more', when they added whiskers to their model of a Halloween cat.
- Children enjoy activities, such as modelling with dough. Staff build on their learning well as they ask them to think about how the dough was dyed yellow.

However, at times staff miss opportunities to support children to express their own creativity.

- Children receive healthy meals and snacks and they know the importance of washing their hands to minimise the spread of germs. However, at times staff do not manage the lunchtime routine for older children effectively. This results in some children losing focus in their learning and becoming restless when waiting for their food to arrive.
- Staff work effectively in partnership with parents. For example, they obtain parent's permission before administering any medication to children. Parents receive regular feedback about their child. This promotes consistency between the nursery and home. Parents spoken to during the inspection said that they are very happy with the information that staff provide and the care their children receive.
- Robust recruitment processes ensure that staff are suitable to work with children. Staff have regular opportunities for supervision and training to support their professional development. For instance, following recent training staff throughout the nursery use consistent strategies to support children's good behaviour.
- The manager monitors children's progress effectively to identify any gaps in their learning and to ensure that action is taken to help them catch up. This helps to prepare children well for their future learning, including those who may need additional support. She reflects regularly on the quality of the provision and sets clear targets for further improvement, such as updating the sensory room to further support babies' experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities in regard to safeguarding children. They are familiar with the signs and symptoms that may indicate a child is at risk of harm and with wider safeguarding issues, such as the 'Prevent duty'. Staff know who to contact if they have any concerns about a child's welfare. Staff carry out regular 'opening' and 'closing' checks of the premises to make sure that any potential hazards are removed. Risk assessments are carefully completed for forest school activities and children learn about how to keep themselves safe while outdoors. For example, they learn how to recognise stinging nettles in the woodland area.

## What does the setting need to do to improve?

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

- review the organisation of the lunchtime routines for older children, to help children remain engaged and focused during these activities

- make the best use of opportunities to support children throughout the nursery to develop their creativity.

## Setting details

<b>Unique reference number</b>	EY490939
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10124864
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 3
<b>Total number of places</b>	36
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	MNS Kids Limited
<b>Registered person unique reference number</b>	RP534087
<b>Telephone number</b>	01491638071
<b>Date of previous inspection</b>	21 September 2017

## Information about this early years setting

Mns Kids Ltd T/as Evolution Childcare @ Turville School registered in 2015. The nursery is located in Turville, near Henley On Thames, Oxfordshire. During the summer holidays the nursery operates from Turville Village Hall in Northend, Oxfordshire, which is a separate registration. The nursery opens each weekday from 7.30am until 6pm. There are 11 staff. Of these, one holds early years professional status, one holds qualified teacher status and four hold appropriate childcare qualifications at level 3. There is also a qualified forest school leader. The nursery receives funding for the provision of free early education for children aged two and three years.

## Information about this inspection

**Inspector**  
Margaret Davie

## Inspection activities

- The inspector and manager completed a learning walk and discussed how the curriculum is planned.
- The inspector observed activities indoors and outdoors. She assessed the impact of staff interactions on children's learning and development.
- A joint observation of an activity was observed with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection. She took account of the views of parents spoken to during the inspection.
- The inspector held a meeting with the owner and manager and sampled documentation.

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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