

# Nanpean Nippers

Inspection report for early years provision

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**Unique reference number** EY261760  
**Inspection date** 16/09/2008  
**Inspector** Julie Wright

**Setting address** Nanpean School, St Georges Road, Nanpean, St. Austell,  
Cornwall, PL26 7YH  
**Telephone number** 01726823641  
**Email** nanpeannippers@tiscali.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Nanpean Nippers Nursery is a committee run group. It opened in 2003 and operates from one base room and additional facilities in Nanpean primary school. It is situated in the village of Nanpean. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 08:30 until 16:30 during term times, and occasionally during school holidays. Children come from the local area. All children share access to a secure enclosed play area.

There are currently 23 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five to eleven years. Children come from the local area. The provision is registered by Ofsted on the compulsory and voluntary childcare register.

The nursery employs three staff. All staff have early year's qualifications to National Vocational Qualification (NVQ) level two or three. Two staff members are currently working towards further qualifications.

## Overall effectiveness of the early years provision

Children make good progress in all areas of their learning and development in the setting. They are cared for in a secure and stimulating environment. Health and welfare is promoted by staff through the implementation of detailed policies and procedures. Staff have clear systems in place which ensure effective support to all children and their families. They work well with parents and others to meet the individual needs of children. Suitable plans are in place to promote the continuous development of the provision.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop effective systems to share information with other settings to ensure continuity and progression for children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that Ofsted are notified of any changes to individuals who make up the registered body (Suitable People)

24/10/2008

## The leadership and management of the early years provision

Staff are suitably qualified and experienced in the care of children. They attend relevant training in order to update their childcare knowledge and awareness. The

group have made clear preparations for the implementation of the EYFS framework. Staff and committee meetings are used as part of the self-evaluation process, for example, to review policies and procedures. The group also receives support from the local authority and have a current action plan. For instance, they are further developing the outdoor provision and resources. These proposals will enhance the play opportunities for children. Staff consult regularly with parents and children and value their ideas and comments on the provision.

The setting has strong links with parents, carers and other agencies, which promotes inclusion for all families. Additional funding and specialist support is sought to meet children's specific needs. The introduction of sign language is beneficial for all children, helping with their communication skills. Staff work well together and have a good understanding of children's needs and development. They effectively safeguard children through their clear awareness of the relevant procedures. Comprehensive risk assessments ensure that the premises and equipment are maintained in a safe condition.

Vetting and recruitment procedures are in place and ensure that children are safely cared for by suitable persons. However, the committee has not informed Ofsted of recent changes to some committee members. Records and documentation are clearly organised and maintained in good order. The setting provides appropriate insurance although the current certificate was not available for inspection. Parents are kept well informed of children's activities and development through regular newsletters and 'parent afternoons'. They are warmly welcomed into the setting and have good relationships with the staff.

## **The quality and standards of the early years provision**

Children form good relationships with staff and each other in the nursery. They settle in quickly and soon show confidence as they move around and play. Children benefit from a wide range of activities, which promote all areas of their development. The sessions provide a balance of adult led and free play opportunities. Children are familiar with the routines and enjoy their time to explore and learn through play. They are busy and consistently occupied by a variety of activities, which are accessible and age-appropriate. Most of the play areas are generally well prepared and set out to promote learning. However, the role play area is not always clearly organised to ensure that children fully benefit from imaginative play. Children enthusiastically join in at circle, story and singing times. Staff work above minimum ratios and provide close support and attention to children. They attract children's interest and attention with fun, which helps to develop concentration and listening skills. For example, finger puppets provide a visual aid during familiar songs and stories. Children understand the boundaries and expectations within the group. They are cooperative and respond to the positive strategies used by staff.

Children benefit from regular outdoor play opportunities and staff are working towards a 'free-flow' system. Children are well supervised at all times and staff are conscientious about safety issues. For example, they risk assess premises and equipment on a regular basis. Children become familiar with the fire drill as they

often practise the evacuation procedures. Staff provide a unique number card to ensure that children are only collected by authorised persons. Children enjoy healthy snacks and the option of taking a packed lunch. They develop independent skills as they carefully learn to use cutlery and spread with knives. Their individual dietary requirements are met in the setting.

Parents take an active part in the children's learning and development. For example, children take home bags with books and games that are shared with the family. During themed activities staff invite parents to be further involved in children's learning. For instance, they bring photographs from home in relation to 'Me and My Family'. Children do hand prints at home and then bring them in to nursery where they compare the different sizes. Staff provide suggestions for parents and inform them of the learning intentions. Parents provide information on the children's starting points, which are then used by staff to plan for individual development.

Staff work closely with the primary school on the same site. Good transitional arrangements are in place with close liaison between the school and nursery. However, children who attend other settings or schools do not benefit from similar arrangements to share information at present. Staff maintain on-going records of observation and assessment for children and adapt activities to suit the ages and abilities of children present. This means that children are set age-appropriate challenges and they make good progress in their overall development. Children with language or learning difficulties benefit from the effective support available.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.