

Nippers Nursery (Yorkshire) Ltd

Inspection report for early years provision

Unique reference number EY399439
Inspection date 01/06/2010
Inspector Linda Filewood

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Nippers Nursery (Yorkshire) Ltd re-registered as a limited company in 2009. It is located in Knaresborough, North Yorkshire. The nursery serves the local community in a rural setting and children travel from neighbouring towns and villages. The nursery operates from a single-storey building with four activity rooms, a dining room, and toilet, kitchen and staff facilities. There is a secure outdoor area with grassed and paved areas. The nursery is open from 7.30am to 6.30pm all year, excluding bank holidays and in between Christmas and New Year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 46 children aged two to under eight years may attend the nursery at any one time, of whom all may be in the early years age group. There are currently 67 children of this age group on roll. The nursery also cares for children aged eight to 11 years.

There are 15 members of staff, all of whom hold early years qualifications to at least level 2. The nursery supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery meets each child's needs very well through effective information sharing systems, partnerships and assessment arrangements. Children make good progress in their learning and development and the outdoor provision is particularly stimulating. Staff successfully promote children's good health and welfare. The management team implements effective strategies and systems to ensure all staff engage in reflective practice and continuous professional development. This effectively drives and secures improvement, raising the overall quality of the provision and positively impacting on the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop systems to observe and assess children's achievements, interests and learning styles so that they clearly show what a child knows and can do
- update the record of risk assessment for the garden to include the details from the daily checklist.

The effectiveness of leadership and management of the early years provision

Clearly defined safeguarding procedures and a rolling programme of related training ensure that staff knowledgeably safeguard the children's welfare. Effective recruitment and induction procedures ensure staff are suitable to work with children. There is a highly qualified and skilled staff team in place and this positively impacts on the outcomes for children. All staff develop their practice through ongoing appraisals and continuous professional development opportunities. Records, such as those of medication, accidents and risk assessments, support the safe and efficient management of the nursery. However, the outdoor risk assessment only contains brief information on potential hazards. Staff record daily checks but do not retain the information. Clear operational policies and procedures successfully guide the staff's practice in maintaining the children's well-being. Staff share these with parents so they understand the care provided. Established partnerships with other providers and external agencies effectively promote continuity of care and progression through very good transitional arrangements.

Systems for gathering key information from parents effectively establish what children know and can do and their likes, dislikes, daily routines and home life. Staff use this information well, using an innovative card system on the playroom doors, to plan for each child's individual needs and interests. They regularly observe children and communicate well to support each child through the next stages in their development. Children's progress is regularly monitored and tracked against the early learning goals and each child has a learning and development record. The key worker collates children's observations and achievements and shares the information, together with monthly summaries, with parents. However, not all written observations and assessments clearly show what a child knows and can do.

Well-planned, easily accessible play spaces and resources, both indoors and outdoors, ensure children fully enjoy their learning. Staff ensure activities follow children's current interests and other predictable events, for example, seasons and celebrations. Good use is made of external services and parental expertise to provide further learning opportunities. For example, children eagerly recall a visit from the fire engine when learning about people that help them. Children confidently access a broad range of resources, most of which are maintained to a high standard. They readily free-flow from the indoors to the outdoors throughout the day. The nursery carefully uses grant money to provide, for example, good quality children's waterproof clothing, allowing them to take full advantage of the highly stimulating outdoor area in all weathers. The management team has high aspirations for the nursery. The whole staff team demonstrates a very positive attitude to continuous improvement in order to achieve the best outcomes for all children. All staff participate in the self-evaluation systems, effectively identifying key strengths and areas for development in order to secure further improvement. They seek the views of parents, children and other professionals and act on their suggestions. For example, the nursery now provides breakfast for those families who wish it.

The quality and standards of the early years provision and outcomes for children

All staff have a good knowledge of the Early Years Foundation Stage learning and development requirements. They work closely, using a key worker system, to meet each child's individual needs and the next stages in their development. Effective planning takes into account each child's needs and interests. Successful grouping of younger children ensures they feel safe and secure within warm, caring relationships. All children are very happy and settled within the nursery and are making consistently good progress in all areas of their learning. Staff work expertly within the play rooms to encourage each child's learning and children respond well to them. For example, they talk about the colours they make when mixing paint together. Signs, labelling and photographs around the nursery assist children with communication skills. For example, excellent displays of children's work based on a favourite story remind the children of the sequence of the story. Their own drawings, with captions, enhance the display.

Children play in a secure environment and confidently express their own needs. The staff promote equal opportunities well and do not stereotype play. Children make their own play choices from the broad range of resources available. All children have daily opportunities for physical play and a dedicated soft-play room also offers opportunities for music and movement. The outdoor area is particularly well resourced and creatively laid out to encourage children's imaginative play. Children enthusiastically dig in the large sand pit or decide whether the slide is too wet to use. Older children very carefully carry bricks from a building section under the close guidance of a staff member. Staff play well alongside children, skilfully supporting and extending children's learning through effective questioning and interaction. Younger children ask for help in fastening their coats but staff encourage them to pull the zip up themselves, equipping them with skills for the future. Children are forming friendships with their peers and are successfully learning to share and resolve situations by themselves. They are content to play alone, often becoming deeply absorbed in their chosen activities. Older children use mathematical language well in play and are developing good control and coordination skills as they manipulate pieces of track, for example. They attach a long line of trucks to an engine, count them confidently and try various ways of getting the engine to go under a low bridge.

Children are developing a good understanding of keeping themselves safe. Older children participate in the walking bus to and from school. Children handle equipment very safely and only require occasional reminders from staff when carrying scissors. Older children carefully and very successfully use sharp equipment, under close supervision from staff, when helping to peel carrots for a vegetable soup. They receive plenty of praise for their efforts and achievements and demonstrate exceptionally good manners. Children are developing a good understanding of their local and wider community. For instance, a small group of children visit the shops with staff to buy margarine and all children enjoy taking part in local events, such as an annual parade. They learn about other cultures and festivals, such as Holi, which helps them gain an understanding of the wider

society.

Staff successfully promote children's good health and well-being. Children adopt good hygiene practices to prevent the spread of infection. Staff support children independence in their personal care skills, such as using the toilet. Meal times are social occasions during which children sit in small groups, taking time to enjoy their meal and each other's company. The meals children receive are of very good quality. They are freshly prepared on the premises, with children's help, using organic and locally sourced food. Some of the vegetables are grown in the garden and children enjoy watching them grow before harvesting them. Children learn about what healthy eating means and talk about why fruit and vegetables are healthy.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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