

Little Nippers Pre-School

Inspection report for early years provision

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EY335257

Inspection date

19/10/2010

Inspector

Tara Street

Setting address

Python Hill Primary School, Kirklington Road, MANSFIELD,
Nottinghamshire, NG21 0JZ

Telephone number

01623 464652

Email

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

Little Nippers Pre-school is run by a voluntary management committee. It opened in 2006 and operates from designated rooms within Python Hill Primary School in Rainworth, Mansfield. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 40 children aged under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years. The setting is open Monday to Friday from 9am to 11.30am and from 1pm to 3.30pm, with a lunch club which runs from 11.30am to 1pm. A school holiday club is also from 10am to 2pm.

There are currently 116 children on roll who are under eight years and of these 81 are within the early years age group. Of these, 37 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eleven members of staff, including the managers, who work directly with the children. Of these, one holds a Foundation Degree in Early Years, eight hold a level 3 qualification, one holds a level 2 qualification and of these one is currently working towards a Foundation Degree in Early Years. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Nippers provides effectively for children in the early years age group. Staff have a good knowledge of each child to ensure that they are included and they make good progress in their learning and development. Children's welfare is soundly promoted through largely effective systems and procedures. Good quality monitoring and evaluating systems mean that the setting continues to improve and to produce beneficial outcomes for children. Learning opportunities for children are mostly varied, but activities which encourage children's independence at snack-times can be limited. Strong relationships have been developed with parents and other agencies who work with children that attend the setting. The setting is committed to future improvements and is well placed to progress in the future.

What steps need to be taken to improve provision further?

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

- review procedures to ensure regular evacuation drills are carried out and recorded (W3 EYFS p34)
- extend opportunities for children to develop their self-reliance and independence skills (LD2 Practice guidance p38)

- develop further the use of the outside play area to provide regular opportunities for children to independently investigate living things. (LD2 Practice guidance p80)

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting is strong and this positively impacts on the promotion of welfare and learning and development of the children who attend. Most of the relevant documentation is in place, with clear policies and procedures covering all aspects of the provision. However, evacuation drills are not carried out and recorded on a regular basis to ensure all children who attend are familiar with the emergency routines and assembly points. Children are well protected as there are clear safeguarding procedures and staff have a good understanding of their responsibility in protecting children. Risk assessments are clear and detailed, with confirmation of any action taken to minimise risks and hazards to children. There are sound recruitment policies and procedures in place and children are cared for by qualified and experienced adults. Staff are effectively deployed within the setting, which is well organised and resourced, with different areas of play set out to enable children to make free choice.

The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. Staff are involved in evaluating and reflecting on practice and given good opportunities to develop their knowledge and skills through training. They show a good understanding of their roles and responsibilities and undertake tasks without direction. Careful attention is given to establishing the individual needs of each child and working with other agencies, where appropriate, to secure their inclusion. This is particularly true for children with special educational needs and/or disabilities. Displays and resources depict diversity in order to ensure children learn to value those that are different from themselves.

Sound relationships are established with parents. The setting offers clear and relevant information on what the children are doing, so that parents can become involved in children's learning if they wish. Good opportunities are provided so that parents are kept informed of children's progress, through parents meetings, individual feedback about observations and access to children's development records. Effective links are made with other professionals, both within the host school and with other early years providers, as well as with outside agencies. This ensures consistency and continuity is promoted for children. Equality for all children is consistently promoted and any issues addressed.

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

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. As a result, children show care and concern for each other and the environment and form good relationships with staff and other children. Planning systems are clear and detailed to provide a varied range of play opportunities for children. Good consideration is given to children's interests, as well as their stage of development. There is a good balance of adult-led activities as well as free play. All the areas of learning are covered frequently and meaningfully, linking to routines and activities that interest the children. Detailed and useful records of children's progress are used well by staff. As a result, all children are given good support.

Children use their imagination well; spending long periods of time in the role play area. They negotiate their role within the supermarket and happily fill trolleys and baskets with cereal boxes and milk cartons, or write down orders from customers. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. Children play well together, without adult involvement, which develops their social skills. For example, children eagerly play with the woodwork materials and in the sand tray and share the various resources available. They confidently explore the role play fire engine and move around the setting putting out imaginary fires. Children are developing their independence through tasks such as putting on their own coats and choosing toys and equipment for themselves. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children enjoy stories and listen avidly when they are read to by staff, joining in with discussions about the characters. They are well supported to mark make and develop early writing skills.

Children's good health and well-being is effectively promoted. Children thoroughly enjoy outdoor play, they show skill as they balance on the small gym equipment and negotiate obstacles when riding wheeled vehicles. However, opportunities for children to independently investigate and explore the features of objects and living things in the outdoor environment are not maximised. Staff are aware of this and are working to develop this aspect of the outdoor curriculum. All of the required information is captured regarding children's health and dietary needs and a healthy snack is available to promote children's understanding of healthy eating. Staff work closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. Staff are very good role models with a consistent, positive approach. As a result, children are effective in managing their own behaviour and keeping themselves safe, for example, they patiently take turns to use the various play resources and help staff to pack toys

away at the end of sessions.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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