

Nippertime Preschool

Inspection report for early years provision

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Inspector ISP Inspection

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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*.

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Description of the setting

Nippertime Preschool registered in 2003. It is privately owned and operates from a scout hall based in Warlingham, Surrey. It is a single storey facility with parking facilities nearby. The children have the use of the main hall and there is also a secure outside play area. Children attend from the immediate local community and wider neighbouring areas.

The preschool opens each weekday during term time from 9.30am to 1.25pm. It is registered on the Early Years Register to care for 32 children aged from two years old to the end of the early years age range. There are currently 30 children on roll. The setting provides support to children who have learning difficulties and/or disabilities, and to those who speak English as an additional language.

There are six members of staff who work at the setting, who all hold relevant childcare qualifications. There is also a permanent volunteer. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Good partnerships with parents ensure that children's needs are met and they make good progress in their learning, given their age, ability and starting points. Regular evaluation by the staff team ensures that any priorities for improvement are quickly identified and acted upon. This means that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment by recording when the assessment was carried out and by whom, as well as the date of any review and any action taken following an incident or review 13/10/2010

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

- ensure next steps identified for children are clearly linked to specific observations of children's achievements, so that activities planned build on their existing knowledge, interests and skills

- continue to strengthen links with other providers where children attend more than one setting, to ensure children benefit from continuity in learning and care

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff. All staff complete safeguarding training and know what steps to take if they have concerns about a child. Staff are vigilant about keeping children safe, they check the premises on a daily basis and ensure effective precautions are in place to minimize any risks in the environment. However, daily records of risk assessment do not currently contain information about when the assessment was carried out and by whom. Good use is made of resources within the setting. The staff team is well-established and work together well, sharing tasks and responsibilities throughout the session. Space and equipment are well organised to create a welcoming learning environment, where children can easily select a wide range of resources and materials independently in both the hall and the outdoor area.

The manager and staff team make good use of feedback from parents to help monitor and evaluate the provision. Actions taken are appropriately targeted to improve outcomes for children. For instance, the introduction of termly reports to parents, which ensure they are well informed about children's progress, and developments to the garden area to extend outdoor learning opportunities. Staff work closely with parents to make sure they have a good understanding of each child's background and needs so that equality and diversity is effectively promoted. Parents benefit from comprehensive information about the setting through the notice boards, contact books and daily verbal discussions. The setting also works effectively with other partners, for instance when children require additional support. They make appropriate links with other providers where children attend more than one setting, but this is not yet fully developed.

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

Children are happy and settled at the preschool. They show a strong sense of belonging when they follow the familiar routines, select resources independently and help tidy up. Children learn to keep themselves safe when they remember not to run inside or how to use the scissors carefully. They adopt simple good hygiene routines when they wash their hands before they eat and understand that they do this to wash away the germs. Staff follow careful procedures for changing nappies and keeping floors and tables clean, which all helps protect children from the risk of cross-contamination. Children make healthy choices as they enjoy fruit and raisins at snack time, and they help themselves to their own bottle of water whenever they are thirsty. They play outside every day as part of a healthy lifestyle, and enjoy practising their existing physical skills and developing new

ones.

Children benefit from a well-balanced routine and take part in a wide variety of indoor and outdoor learning experiences. They have good relationships with staff and each other, are interested in the activities provided and motivated to learn. Staff make regular observations of children and know them well. However, sometimes next steps identified for children are quite general and are not always clearly linked to specific observations of children's achievements. This affects how well planned activities build on children's existing knowledge, skills and interests.

Children are keen to communicate and confidently start conversations and share their ideas. They enjoy story time and effective grouping of children ensures that everyone takes an active part in these sessions. Children develop skills for the future when they make marks as they play, making a list of 'jobs for the builder', or writing out what they need from the shops. They solve simple problems when they work out which piece fits the gap in their puzzle, or when they join in with number songs. They investigate the world around them as they explore in the sand tray, seeing what happens when they pour dry sand through a sieve, and when they have a discussion at circle time about what it would be like to go to the moon. Children use their imaginations when they choose materials to cut, stick and create pictures from the craft trolley, and when they dress up and pretend to make their patient better by giving them some medicine. They are well occupied and stimulated throughout the session and enjoy their time at the preschool.

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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