

Little Nipperz

Inspection report for early years provision

Unique reference number

EY412973

Inspection date

06/07/2011

Inspector

Lynn Hughes

Setting address

Maylandsea Cp School, Katonia Avenue, Mayland,
CHELMSFORD, CM3 6AD

Telephone number

07969106221 or 01621 741541

Email

littlenipperz@yahoo.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Nipperz pre-school was registered in 2011 and is privately owned and run. It operates from a demountable classroom within the grounds of the Mayland Primary School in Essex. A secure garden provides appropriate areas for outdoor activities. The pre-school is open five days a week from 9am to 12 noon and 12 noon to 3pm during term time. The setting also offers care to children aged over five years to eight years after school from 3pm until 6.30pm and all day during school holidays.

A maximum of 26 children under eight years may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 79 children on roll. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years Register.

The pre-school employs 11 members of staff. Ten of whom including the manager hold appropriate qualifications including one member of staff with a level 2 qualification and nine members of staff who hold a minimum of a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides for children's welfare, learning and development needs to a good standard. Staff demonstrate secure knowledge of the children in their care and their differing requirements. The new premises which the setting now operates from provide very good opportunities for children to guide their own play and learning, both indoors and outdoors. Staff work well with parents and other carers and have good links in place to enable them to work in partnership with other early years provisions. Continuous self-evaluation and assessment of the provision ensure that staff make appropriate changes and improvements for children.

What steps need to be taken to improve provision further?

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

- provide more freely chosen or child-initiated activities which promote children's knowledge of problem solving, reasoning and numeracy, delivered through outdoor play.

The effectiveness of leadership and management of the early years provision

Children are well protected from harm at this pre-school as staff demonstrate a good understanding of safeguarding issues and who to contact if they have concerns for a child's safety. They attend regular safeguarding training and discuss current safeguarding knowledge during their team meetings and in-house training sessions. All staff working at the setting or having regular contact with children are appropriately vetted and proof of their clearance is held on file. The premises are regularly risk assessed and checked for safety to ensure that children play and learn in a safe and secure environment.

The setting is owned and run by partners who also work on a daily basis within the pre-school. The staff team work well together and are enthusiastic about good quality childcare. Effective management systems ensure that the setting operates efficiently while providing a fun, relaxed and welcoming atmosphere. The owners and staff team have spent the past six months developing their new premises and evaluating how the various areas of the environment work. They have a number of plans for the provision which include further developing the garden, ensuring that all staff are qualified to at least level 3 and further promoting the professional development of all staff.

Toys and play resources are very well presented to enable children to make firm choices over their play and learning. The premises are presented in a bright and attractive way with good examples of the children's creative work displayed around the provision. Staff are committed to providing freely accessible outdoor play facilities throughout the day. A good adult-to-child ratio enables staff to supervise and support children well. This also provides clear one-to-one support for children requiring additional help. Staff effectively use their professional knowledge and expertise within the provision to enhance children's welfare requirements and to promote their knowledge and learning.

Parents spoken to at the time of the inspection are very complimentary of the staff and the way in which the setting supports their children and entire families. They talk confidently about the staff and how approachable they find them. The setting provides parents with a good amount of information to help them to play an active role in their children's learning and to keep abreast of any changes within the pre-school or the provision being offered. Transition arrangements between the pre-school and local primary school on whose site they are situated are very good, ensuring smooth transition for children approaching school age. Some links are in place with other local schools and the setting is constantly developing its links with other early years provisions.

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

Children enjoy their pre-school experiences. They enter the setting confidently and immediately become engrossed in purposeful and exciting play opportunities.

Children are actively encouraged to guide their own learning, with staff supporting and facilitating their ideas and suggestions. Children's welfare needs are well met through the setting's clear policies and procedures. Children are busy and active. They enjoy moving freely around the setting, participating in exciting role play involving dressing up clothes, appropriate resources and their imaginations. They form groups of friends and can be seen holding hands and guiding each other around the setting. Children chat confidently together and share real and imaginary experiences with staff, for example, they talk about activities they do outside of the pre-school setting with their families and siblings. Staff carefully observe children's play and learning, recording their observations in the children's individual files and profile folders. The observations are effectively used to plan individual learning opportunities and to identify children's next steps. Parents are encouraged to view their children's developmental records and to comment on plans to help them to continue to make progress.

The setting is very committed to encouraging children to develop a clear understanding of keeping safe and healthy. They learn about the importance of hand washing as staff remind them that this is an important part of their daily routine. They enjoy a nutritious and well-balanced mid-session snack which usually comprises of fresh fruit and savoury biscuits. Children remain well hydrated as they freely access fresh drinking water or milk. Children enjoy keeping fit and active, for example, they run excitedly around the outdoor areas, negotiating space well to ensure that they do not bump into each other. They drive scooters and toy cars around the road track, remembering to stop at the red traffic lights and when a friend holds up a 'stop' sign. Children are and feel safe within the provision as they follow the staff's clear directions. They understand not to run indoors and help to tidy the resources away to prevent a tripping hazard.

Children are settled and content within the pre-school. Their self-esteem is actively promoted by staff offering them praise and encouragement and rewarding their achievements with lots of exciting, positive language. Children develop secure knowledge of other people's differing needs through the setting's well-established and effective inclusion and development procedures. They enjoy participating in activities which enable them to explore other people's cultures and beliefs, such as Chinese New Year celebrations. The range of planned and freely chosen activities on offer to children enable them to develop good skills for the future. For example, they write recognisable letters using the handwriting resources. Many children know what letter of the alphabet their name starts with and can also name a range of objects which begin with the same letter. They use numbers and counting in everyday activities, however, staff are aware that this is an aspect of children's learning which they would like to further develop within the outdoor area.

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	1

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

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