

# Nippers Children's Day Nursery

Inspection report for early years provision

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**Unique reference number** 309733  
**Inspection date** 28/10/2011  
**Inspector** Anita Pyrkotsch-Jones

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**Type of setting** Childcare - Non-Domestic

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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.

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

Nippers Children's Day Nursery is one of three childcare facilities that are privately owned. It opened in 1998 and operates from four rooms in a purpose-built building. The nursery is situated in the town of Carnforth. A maximum of 35 children may attend the nursery at any one time. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 90 children aged from birth to under eight years on roll. Of these, 34 children receive funding for nursery education. Children come from Carnforth and surrounding areas. The setting supports children who have English as an additional language. The nursery registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Inclusive care and the staff's satisfactory knowledge of the Early Years Foundation Stage ensure that children are provided with a suitable range of activities and experiences. However, observation and assessment of children lack consistency, tracking of their achievement is sporadic and does not consistently inform planning. The nursery has a range of documentation in place; however, policies, procedures and risk assessment do not meet the statutory requirements of the Early Years Foundation Stage. Self-evaluation of the provision is undertaken and the nursery is aware of some of their priorities for improvement. The nursery works with parents and other professionals, providing them with regular feedback.

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

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

- maintain a record of risk assessment that clearly states when it was carried out, by whom, date of review and any action taken (Suitable premises, environment and equipment) 30/11/2011
- Update written procedure for dealing with concerns and complaints from parents to include the correct Ofsted details 18/11/2011

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

- develop observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child and match their observations to the expectations of the early learning goals

- maintain records, policies and procedures required for the safe and efficient management of the setting.

## **The effectiveness of leadership and management of the early years provision**

Children are protected because the designated safeguarding officer has a good knowledge and understanding of safeguarding. Correct procedures are followed if there are concerns regarding the safety or well-being of the children. There are a complaints and safeguarding policies in place. However, it contains incorrect information for contacting Ofsted. The children are kept safe, staff identify and minimise hazards at the nursery and during outings, however, risk assessment does not meet the requirements of the statutory framework of the Early Years Foundation Stage.

Self-evaluation of the provision is undertaken by the senior team using the Ofsted self-evaluation form and some priorities for improvement have been identified. An annual appraisal system is undertaken with all staff and provides staff with some targets for development. All staff hold early years qualifications, the majority to Level 3 and a number of senior staff have Level 4 qualifications.

Children are happy and settled at the nursery which provides inclusive care. Equality and diversity is satisfactory. Children who have English as an additional language are supported appropriately. Documentation, resources and activities reflect equality and diversity within the setting. Appropriate links with professional agencies ensures that all children are able to access the support they need.

Good relationships have been developed with parents and carers. Attendance at open evenings when parents receive updates about their child's progress support communication between parents and the nursery. On arrival at nursery, staff and parents establish the child's starting points. Parents are complimentary about the provision and the progress the children make.

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

Children make satisfactory progress through the early learning goals because the staff provide an appropriate range of activities that are accessible to all children. As children bake cakes for their Halloween party they take turns in adding ingredients and stirring the mixture, but staff miss opportunities to challenge children in their learning. Planning for the long, medium and short term is in place and generally covers all areas of learning. Staff use basic observation and assessment of children to track their achievements but they do not effectively inform planning. Staff know their key children well and track their development through progress charts. However, progress and development is not effectively captured. All staff observe all of the children during activities, then the keyworker evaluates the observations of their group. The quality of this is variable and the updating of tracking records is sporadic, with some not being reviewed for several

months. Observations and assessments do not identify learning priorities nor are they matched to the expectations of the early learning goals.

Children wash their hands after visits to the bathroom and before snack and lunch. Staff use suitable hygiene procedures when involved in nappy changing routines and dispose of soiled items appropriately. Children enjoy playing outdoors, in the nursery garden which is used as an extension of the playrooms or during visits to nearby places of interest. They develop their physical skills through the use of small and large equipment and develop a growing awareness of the wider world. Resources are adequate and are regularly checked for suitability to ensure the children's safety. They are appropriate to meet the interests of all children both by age and stage of development. There is an appropriate balance between child initiated and adult-led activities. Children mainly self-select resources from the ones that are available to them. Staff lead activities such as baking and circle time. Children develop imaginative skills and physical skills as they play with the dinosaurs, sand, water and creative activities.

Children are developing appropriate manners and behaviour as they are courteous and supportive of the other children. They play together and socialise throughout the day. An awareness of diversity and inclusivity is developed through the exploration of the resources used to promote positive images. Nutritious snacks are provided and parents are provided with guidance for healthy packed lunches. Water is freely accessible to the children to ensure that they remain hydrated during the day. Staff are sensitive to children's needs for quiet and sleep times.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 30/11/2011
- take action as specified in the early years section of the report (Procedures for dealing with complaints) 18/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 30/11/2011
- take action as specified in the early years section of the report (Procedures for dealing with complaints) 18/11/2011