

Nippers Children's Day Nursery

74 Lancaster Road, Carnforth, Lancashire, LA5 9LE

Inspection date	02/11/2012
Previous inspection date	28/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff work well as a team and have a good understanding of the Early Years Foundation Stage, enabling them to plan effectively for children's individual interests and learning needs.
- Children make good progress in their learning and development in relation to their starting points. This is robustly supported by key staff's detailed knowledge of children and their next steps.
- The setting has a positive attitude to self-evaluation and continuous improvement.
- Children talk regularly and confidently with the staff and each other. They enjoy social opportunities, such as snack time and circle times to talk about their home life and experiences. Language delay is tackled early in the setting and with the family.
- Staff form good relationships with parents to keep them informed and feel part of their child's ongoing development.

It is not yet outstanding because

- The evaluation of the staff performance is not fully developed to ensure that teaching practice is consistent across the setting. As a result, activities and interactions with children do not always provide challenging experiences to develop their thinking skills.
- The communication, language and literacy resources do not reflect multi-cultural diversity across the setting. This does not allow children to learn about different cultures and communities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three play areas and the outside learning environment.
- The inspector completed a joint observation with the owner of the nursery in the pre-school room.
- The inspector held meetings with the owner of the nursery and held discussions with the manager and staff of the nursery, including some key persons.
- The inspector looked at the nursery's self-evaluation form and at a representative range of documentation. This included children's learning records, activity plans, staff development records and some daily records.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Michelle Britch

Full Report

Information about 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.

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 82 children aged from birth to under eight years on roll. Of these, 27 children receive funding for nursery education. Children come from Carnforth and surrounding areas. The setting supports children, who have English as an additional language and special educational needs and/or disabilities. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 10 members of staff. All staff are qualified to level 3 and 2 in childcare. Members of staff are working towards their Foundation Degree in Early Years and Early Years Professional Status. In addition, the nursery employs a cook. The nursery receives support from the local authority early years advisory team. The setting is currently working towards their Lancashire Quality Award.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve and monitor the consistency of the teaching practices across the rooms to ensure that staff regularly listen to, carefully observe and skilfully question children during activities, in order to reshape tasks and explanations to improve learning
- enhance the programme for communication and language by; sharing stories, songs and rhymes from all cultures.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are enthusiastic and demonstrate a positive approach to learning. They persevere and are keen to try new activities and experiences. Overall, staff make good use of ongoing, observational assessment. They effectively evaluate children's play to focus on their interests in the planning and are well aware of children's next steps to effectively adapt their teaching. They take good account of how often children attend and the implementation of learning journey audits, monitor children's progress successfully to be able to identify learning priorities. Senior staff have a good knowledge and understanding of procedures for the two year progress check. They intend to use this for all children in preparation for their move into the different rooms. This will allow new key persons to effectively know where children are within the Early Years Foundation Stage and allow a seamless learning transition. The implementation of learning journey audits from senior practitioners ensures that children are well monitored and progress is kept up to date. Secure planning and monitoring across the seven areas of learning ensures that all aspects are sufficiently included.

Children clearly enjoy learning through play and have opportunities in circle time to choose the resources they would like to play with during the session. These include construction materials, water and playing with the pirate ship to develop their imaginary skills. Children's early writing skills are developed well and evidence of this is displayed around the room. They have the opportunity to explore their creativity and each learning station has opportunities for children to choose their name label and practise their emergent writing. Children have many opportunities to develop their coordination, control and movements. They enjoy accessing the compact disc player, choosing to move in a variety of different ways to the music.

Children's language development is fostered through regular conversations at mealtimes, snack times and care routines. They enjoy talking about healthy choices for lunch and sharing their likes and dislikes. Children talk about the colours of their foods, what spices they do not like and when they eat 'yummy' cheese, it makes their tummy dance. Although, they have rich opportunities to ask questions and engage in conversations with staff, the environment does not fully support children to respect different cultures and how people celebrate individual traditions all over the world.

Children have a variety of opportunities to help them progress in mathematical development. They count within daily routines, for example, the number of children in nursery. They see many number symbols around the nursery and are reminded of the number of week in games and puzzles to reinforce their understanding of mathematics.

New parents are encouraged to share their children's details and routines, so that staff have a good understanding of children's starting points and capabilities. The 'here, now and everywhere' books provide information regarding how their children's care needs have been met, activities that they have been doing and next steps that they are working on. This not only enables them to share valuable information with parents but is equally a useful tool for children, who attend more than one setting.

The contribution of the early years provision to the well-being of children

Staff operate an effective key person system, which promotes the children's feelings of security. This provides a very strong base for babies' developing independence and exploration and for all children developing skills for future learning. The setting has also introduced parents' evenings allowing the practitioners to share children's learning journals and progress trackers. Deployment of staff is effective within the nursery, allowing them to provide good support for children's care and learning needs, such as a cuddle or someone to help with personal care.

Children enjoy a good balance of adult-led and child-initiated play with planning taking account of their individual interests. For example, children are enthusiastic as they sit in the dimmed room wearing witches hats to create a magic potion. They shriek in delight as they tell staff they want spiders, crushed bones and beetles in their cauldron. Children hear words, such as 'gooey' and 'sticky' and exclaim in wonder when they talk about a spell that they want use from a story book. Staff interact enthusiastically with the children and are resourceful throughout the activity.

Staff offer consistent levels of praise and encouragement to ensure that children develop very good levels of self-esteem. Children's behaviour is very good through an effective use of rewards, good role modelling by staff and their involvement in deciding what they play with. Children show the ability to share, take turns and manage their own behaviour effectively.

Children have fun outdoors using a range of equipment that encourages the development of different physical skills, including climbing, balancing, building and writing. Children enjoyed watching bubbles fly in the wind, enabling them to develop their active learning and critical thinking skills. Children enjoy challenge and respond well when staff have high expectations of what they can achieve. This ensures that children acquire skills appropriate to their age and progress. This ensures that most children are prepared for their future learning needs.

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

The management team have a good understanding about their responsibilities in meeting the Early Years Foundation Stage requirements. Safeguarding arrangements for children's well-being are established and effective. The staff team demonstrate a high level of commitment to promoting children's safety and undertake regular safeguarding and first aid training. Robust risk assessments are undertaken. Effective systems are in place for recruitment. Also an intensive induction programme with practitioner support allows new staff to become fully aware of their individual responsibilities and the need to provide safe play environments with children.

A clear and regular appraisal and supervision system enables management to talk to staff about daily practice. Practitioner and peer observations are still in their infancy, so do not yet clearly show how monitoring of performance or strengths and areas for development

are assessed.

The staff have good relationships with parents. Parents and carers express appreciation of the staff's work, finding everyone approachable, supportive and friendly. They receive a pack of useful information about the nursery before their child starts and are encouraged to be involved in their learning at home. These include reading books with props to support all ages and strategies to help their child be more independent, for example, putting their coat on. In addition, the nursery staff have a good understanding of the importance of partnerships with other providers and settings, for example, local schools. They support visits from the teachers, who read stories during circle times and sit down with the key workers to share children's learning journeys. This ensures that development information is used to support the ongoing learning and development of children when they leave nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	309733
Local authority	Lancashire
Inspection number	818862
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	82
Name of provider	Nippers Day Nursery Ltd
Date of previous inspection	28/10/2011
Telephone number	01524 733531

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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