

Nanpean Nippers

Nanpean School,, St Georges Road, Nanpean, St. Austell, Cornwall, PL26 7YH

Inspection date	13/11/2014
Previous inspection date	16/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Strong partnerships with parents, agencies and other early years settings children attend contribute very effectively to supporting children's individual needs and development.
- Staff have a good knowledge of the Early Years Foundation Stage and provide a stimulating programme of activities, to inspire children's interest and learning.
- Rigorous self-evaluation and supervision procedures enable a clear overview of the setting's strengths and ongoing development.
- Children enjoy being in the nursery and are keen to learn, they play well and make good progress from their starting points.

It is not yet outstanding because

- Staff do not always successfully support all children to use their home language in their play.
- Staff do not make consistent use of visual aids to support children in making independent choices and take responsibility in their play, for example, to identify how many children can play with an activity at a time.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children in their play activities.
- The inspector held discussions with the manager, staff and parents.
- The inspector read a sample of children's learning and development records.
- The inspector took account of the self-evaluation form and feedback from parents.
- The inspector undertook a joint observation with the manager.

Inspector

Julie Wright

Full report

Information about the setting

Nanpean Nippers is a committee-run group, which registered in 2003. They operate from a base room with suitable facilities at Nanpean primary school. It is situated in the village of Nanpean. Children use an enclosed outdoor play area. The nursery is open each weekday from 8am until 6pm during term times, and occasionally during school holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 63 children on roll, 44 of whom are in the early years age range. The nursery receives early education funding to provide free places for children aged two, three and four-years. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are seven staff, all of whom have early years National Vocational Qualifications at level 2 and 3.

What the setting needs to do to improve further

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

- increase the opportunities for all children to use their home language in their play
- extend the use of visual aids to enhance children's ability to make independent decisions and take responsibility in their play activities.

Inspection judgements

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

Staff create a stimulating and enabling learning environment, where children play and have fun. Children move around with confidence and make independent choices from a good variety of activities. For example, children went to the creative playroom to use sand, dough and paint. They enjoyed the sensory experiences as they played with wet, dry and sticky play materials. Staff extend children's interest to help them develop sustained concentration during activities. For instance, staff added paint to the shaving foam on the table. Children initially used their fingers through the foam to make marks and lines. Then they used brushes to swirl colourful patterns and notice changes. Staff enable children to play independently and make their own discoveries, then skilfully intervene to support learning. They ask children questions to encourage critical thinking, such as to make comparisons. Children learn to sort items into sets, to match colours and shapes at a table game. They focus well and swap cards as they finish one and want to do another. Staff organise various group activities to promote all areas of children's learning and development. They have a strong focus on communication and language to help children develop the skills they need for school. Children learn to listen and pay attention,

for instance, when staff explain what they want children to do. Staff ensure that children have the resources and equipment to help them achieve their goals. For example, they provide left-handed scissors and take this opportunity to talk with children about people being different. Staff seek key words in some of the children's home languages to use with them. However, they do not always successfully support all children to use their home language as they play to help children make connections with what they learn in both languages.

Observation, assessment and planning procedures are effective in monitoring children's progress. Staff compile a learning journey record for each child, which includes regular summaries and when required, the progress check for two-year-old children. Parents add to their children's records using wow cards to include achievements made at home. Staff encourage home-learning activities well, which strengthens parent partnerships and promotes children's development. For example, they have information meetings to help parents develop an understanding of the Early Years Foundation Stage. They provide activity sheets and resources that support children's developing speech and language skills. For instance, children like to take a special teddy home to share in family events. They bring favoured items from home in a special box to show their friends and staff. These types of activities develop children's confidence and self-esteem because children feel important. Staff have close links with the school and support children and parents well, to help them prepare for the next stage. Children visit the school with staff and borrow a book of photographs, to help them remember the teachers and different rooms. Effective arrangements are in place to share information with other providers where children attend more than one setting. This helps to promote continuity for children in their care, learning and development.

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

There is an effective key-person system, which promotes positive relationships between staff, parents and children. Consequently, children are happy and feel secure, helping them to have a good time at the nursery. Children begin to make friends and learn to play well together. For example, children sat together in the book area to look at pictures. They shared books, had conversations and were able to play without adult involvement. Children understand the routines and expectations for good behaviour. Staff remind children about having 'quiet voices inside' and teach them to take turns. They use pictures to help children know when they need to stop, carry on or be careful, when doing something. However, they do not extend the use of visual aids in other activities to extend children's sense of responsibility. For instance, to help children work out how many can take part at one time, and for how long they can be on the computer. Staff plan various activities, which help children learn about difference and diversity. This helps children to develop kindness and respect for others. For example, recent events included Remembrance Day when children made poppies. They were eagerly talking about dressing-up and cake baking later in the week, to raise funds for a children's charity. Staff have a good knowledge and awareness of children's individual backgrounds. They seek relevant information from parents to enable them to meet children's needs. For example, they find out about children's medical and dietary requirements. Staff seek key words from

some parents to support the children's home languages, although this is not consistent.

Staff provide good support to children and interact well with them in play. For example, they engaged in role-play when children were pretending to be doctors, nurses or paramedics. Children dressed up and used toy stethoscopes as they examined their patient. Staff talked to children and incorporated relevant words to build on children's vocabulary. Children enjoy listening games, which enable them to identify different sounds and tones. They are keen to sing, dance and use musical instruments, which supports language and physical development. Children enjoy physical play and being outside in the fresh air. Staff involve children in tasks, such as to help sweep the wet leaves before they play out. This helps children to learn about hazards and to know when they need to be careful. Staff promote learning outside through effective planning. For example, children used rollers and water to pretend to paint the wall. They drew with chalks to create a picture and practise writing. Staff are proud of their gardening activities with children, which link to healthy eating and teaches children how things grow. For example, children plant vegetables and fruits. Children took particular delight in sowing a pumpkin seed in summer and then tended to it until it became full size. They helped to carve a smiley face in the pumpkin for Halloween and were proud of their achievement.

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

Staff work above minimum ratio requirements to ensure effective deployment and consistent support for all children. They supervise children well to check they are safe and occupied. Staff conduct regular risk assessments and are aware of health and safety regulations. The premises are secure and suitable because staff take appropriate action to minimise hazards. For example, staff prevent children from using the decked area when it is wet. They teach children how to use equipments safely and properly, such as scissors in a cutting activity. Children get to know the local police officer and learn about the fire service, because they come to visit the nursery. Robust vetting and induction procedures mean that suitable persons look after the children. New staff, volunteers and students benefit from good management support, which contributes to children's safety and well-being. All adults working with children have a secure understanding of the procedures to follow to safeguard children's welfare.

Managers show enthusiasm and a clear commitment to the setting. They are actively involved and demonstrate effective teaching skills, which motivates the staff team. Staff work well together to provide a good childcare provision for families. Parents value the nursery and give positive feedback about their children's progress, activities and the care given by staff. Staff involve parents in their self-evaluation process. Parents say they benefit from the information they receive about the Early Years Foundation Stage. They comment that they 'did not realise how much is expected of a child before they are in school' and that they 'appreciate all that the staff do'. Parents are pleased that their children are 'very happy and being taught well'. Staff work closely with parents and other providers involved with the children, to meet children's individual needs. For example, they provide additional equipment to aid children's physical development. In partnership, they

plan specific programmes of activities to promote children's language development. There is an ongoing training programme to support staff in their professional development. They use their learning opportunities to make improvements in practice. For instance, to increase the communication and language activities, and to involve Dads in children's learning more effectively. Current improvement plans include the provision of a canopy and waterproof clothing, to enable continuous opportunities for outdoor play. This effective self-evaluation allows the nursery to make continuous improvements and provide an educational programme, that overall, meets children's learning and development needs well.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY261760
Local authority	Cornwall
Inspection number	664849
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	63
Name of provider	Nanpean Nippers Committee
Date of previous inspection	16/09/2008
Telephone number	01726823641

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

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