

# Little Nippers Pre-School

Python Hill Primary School, Kirklington Road, MANSFIELD, Nottinghamshire, NG21 0JZ

<b>Inspection date</b>	16/12/2014
Previous inspection date	19/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff provide a great variety of motivating play activities both inside and outdoors that effectively encourage children's participation and interest in learning.
- Children are happy and settled in this welcoming and supportive pre-school because the staff are sensitive, caring and kind. They fully support children as they begin at the setting and as they move on to school.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.
- The safeguarding of children is good because practitioners know the procedures to follow and a policy is in place, which underpins practice and is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.

### It is not yet outstanding because

- There is scope to enhance good teaching practice by giving staff time to observe each other to help practitioners identify additional ways of extending children's learning.
- At times, practitioners do not give enough time for children to respond when asking a question. As a result, opportunities for children to develop and communicate their thoughts and ideas are not fully supported.

## 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 activities in the playroom and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager, chair of the committee and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Lianne McElvaney

## Full report

### Information about the setting

Little Nippers Pre-School was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises within Python Hill Primary school in the Rainworth area of Mansfield, and is managed by a committee. The pre-school serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, six hold level 3 qualifications and one member of staff is unqualified. The nursery opens Monday to Friday all year round. Sessions are from 8.45am until 11.15am and 12.45pm until 3.15pm with a lunch club from 11.15am until 12.45pm. There is also a holiday club from 10am to 2pm during school holidays. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- extend staff's professional development, for example, by giving them opportunities to observe each other and discuss practice to help support them even further in identifying ways of enhancing children's learning
- give children more time to respond when asking them questions to allow children's thoughts and ideas to develop.

### Inspection judgements

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

Staff have good knowledge and understanding of the Early Years Foundation Stage and of how young children learn and develop. The quality of teaching is good overall as staff implement planned and interesting experiences based on individual children's interests. For example, children enjoy watching themselves sing Christmas songs on the computer tablets which supports their interest in technology. This means they gain an understanding of the world in which they live. Staff understand how to motivate children to learn well.

Children make decisions for themselves and are becoming independent because they can self-select from a range of easily accessible toys and resources. This also means that children have time to become deeply involved in activities which encourages them to persist at their learning. However, there are occasions, during children's play, when staff do not always allow children to think before they respond to a question. As a result, some children's thoughts and ideas are not heard.

Individual learning profiles are in place for all children and these include photographs, observations and assessments. These are linked to the areas of learning and are used to track and plan for children's individual next steps. The observations and assessment made by staff successfully help them to identify if there are any gaps or delay in their development. Staff work very closely with outside professionals, such as speech and language therapists, to enhance and support children's learning. Children's progress is carefully monitored through a clear tracking system, which shows all children make good progress within the seven areas of learning. Summaries of children's learning and the progress check carried out for children between the ages of two and three years are completed regularly and shared with parents. Children's progress is closely monitored by their key person, facilitating a good knowledge about children which is used effectively to provide support. As a result, children make good progress in all seven areas of learning and this helps to prepare them for the next stage in their learning, such as school.

Practitioners fully understand how children learn and create a stimulating environment for children, providing exciting materials for them to play with. Practitioners plan first-hand experiences that enhance children's learning. For example, all children engage in activities in the outdoor mud kitchen using a good range of equipment. Children explore the outdoor area with enthusiasm, developing physical skills as they steer and coordinate the bikes and trikes. Children are learning to recognise numbers by holding up the number of fingers that represent the number of legs they have counted on the octopus in the water tray. Staff sensitively allow children to explore without direct adult involvement. Consequently, children develop strong exploratory impulses, which feed their curiosity and desire to find out things. As a result, children are highly engaged in their play and become independent learners. Staff recognise and value the role of parents, which results in a very positive partnership with them. They work closely together to exchange information about their children. For example, all parents receive daily verbal feedback, newsletters and an opportunity to attend a parents' evening. The pre-school has a parents' board which they use to update parents about what children are learning in a particular period. Communication between parents and the pre-school is effective and supports children's learning. Conversations with parents confirm they are very happy with the level of communication and they feel involved in their children's learning. Overall, children are gaining the key skills needed to support their future learning.

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

Children form good relationships with each other and with staff, who support their emotional and physical well-being and help them to feel secure. Children benefit from consistent carers. All staff know the children well and spend time getting to know children

when they start, understanding what interests them and motivates their learning. The key-person system also supports the sharing of information between parents and staff to make sure that children's individual and specific needs are met. For example, children who need extra support are quickly identified and staff are clear about the procedures to follow to ensure their needs are met. Parents speak very positively about the proactive approach the pre-school has taken in supporting their child. Practitioners have a calm and consistent approach. They give support and guidance that encourages children to behave well and children respond positively to this. They remind children to be kind to each other and the good use of rewards for tidying up and star of the week motivates children to achieve. As a result, children quickly become familiar with the routines and expectations of the setting and are becoming emotionally prepared for their future learning. They play well together and show care and concern for their friends. Children show good levels of independence. For example, they help to tidy away and dress themselves up warmly to play outdoors. Children put on aprons to protect their clothes when playing with water or creative resources.

The setting is welcoming and well organised. Children choose from a wide range of age-appropriate resources and play materials both inside and outdoors. Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and supervise children closely at all times. For example, they remind children about the importance of handling equipment correctly and why toys and equipment should be shared. The children are involved in safely managed risk taking, which helps them to learn about managing their own safety. For example, outdoors they enjoy den building.

Children's good health is promoted well. Children of all ages take part in regular fire drills so that everyone knows what to do in an emergency. Young children learn to manage their own personal needs when they wash their hands before they eat or after messy play. Children enjoy snacks that are healthy and nutritious and take into account their dietary needs, helping themselves to fresh fruit, toast and milk or water. Children thoroughly enjoy the freedom to play outside, where they have access to a variety of resources to develop their skills and continue their learning. They have fun practising their physical skills as they run vigorously, maintaining a healthy lifestyle through fresh air and exercise.

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

Staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have attended recent training to update their knowledge. They know how to promptly refer any concerns about a child's well-being. Consequently, children are safe and secure in the pre-school. Staff undertake comprehensive risk assessments indoors and outdoors. The chair of the committee and manager follow robust recruitment procedures to ensure that all staff are suitable to work with children. There are effective systems for recording accidents and dietary requirements and staff are clear about these procedures. When children have special dietary requirements staff make sure they understand what they are and provide suitable drinks and snacks.

Thorough policies and procedures are shared with parents. Staff are effectively deployed to ensure that children are supervised at all times and that children's development is fostered well. Staff use their professional skills and expertise very well, to plan and monitor a varied programme of activities that cover the seven areas of learning in depth. They demonstrate a secure understanding of how children learn. They carefully observe children as they play and use this information effectively, to guide and support children's continuous progress. This ensures that children quickly develop their confidence and means that all children are making good progress towards their next stage of learning. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Staff exchange relevant information on a daily basis, so that parents know about the care offered. Children are developing confidence in their interactions with other children and adults, which prepares them for moving on. The pre-school effectively shares information with other providers, such as the adjacent school, on a regular basis. A particularly strong partnership arrangement with the school prepares children well for the next stage in their learning including sharing outdoor learning environments. This enables all people involved with the child to note their interests, needs and development and effectively promotes continuity of care and learning.

The pre-school is highly committed to continuous professional development and practitioners attend regular and varied training courses, to enhance and update their knowledge and skills. A programme of supervision has been established, which ensures training needs are identified. The quality of teaching is monitored and under performance is tackled effectively. As a result, practitioners feel supported and their professional development is effectively considered. This clearly has a positive impact on the care, learning and support for children. However, there is scope to enhance the good teaching practice and further develop consistent practices by giving staff opportunities to observe and discuss each other's practice. The manager has identified a number of priorities for the pre-school through a reflective approach to self-evaluation. This helps to identify strengths and areas for improvement.

### **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

<b>Unique reference number</b>	EY335257
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	862641
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Little Nippers Preschool Committee
<b>Date of previous inspection</b>	19/10/2010
<b>Telephone number</b>	01623 464652

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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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