

Nippertime Preschool

Scout Hall, Mint Walk, Warlingham, Surrey, CR6 9SA



Inspection date

1 July 2015

Previous inspection date

1 September 2010

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

Summary of key findings for parents

This provision is good

- Staff provide interesting activities and adapt the learning environment both inside and outdoors based on children's interests and levels of development. As a result, children are motivated to learn, explore and make good progress in their development.
- Children are well prepared for starting school with essential skills. They behave well, are active learners and are able to make choices and respect the feelings of others.
- Staff demonstrate a strong focus on safeguarding children. As a result, all children are protected from harm and cared for safely.
- The staff team offers consistency of care and has strong relationships with parents, other early years providers and the community. Parents commented very enthusiastically on how well they feel staff care for the whole family and return with younger siblings.
- The manager is reflective and works with her team to accurately identify what they do well and areas for improvement. This demonstrates a commitment to the continual development of the pre-school. Improvements since the last inspection have had a positive impact on children's care and progress.

It is not yet outstanding because:

- Staff supervision arrangements do not always focus on more specific aspects of practice. This does not help to sharpen further the quality of the teaching to promote children's rapid progress.
- On occasions, staff do not always challenge older children's ability to absorb more complex information. This does not fully challenge their thinking with regard to projects they undertake.

What the setting needs to do to improve further

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

- build on staff supervision and reviewing systems to include a sharper focus on observing and evaluating the quality of teaching as well as the general practice
- provide more opportunities for older, more able children, to explore projects in more depth to fully challenge their thinking.

Inspection activities

- The inspector observed teaching and learning activities in the pre-school room and the outside play area.
- The inspector looked at a sample of policies, children's assessment records, planning documentation and the self-evaluation records.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of children, staff and parents spoken on the day of the inspection.

Inspector

Gill Cubitt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are experienced in early years and teaching is rooted from their knowledge of how children learn. Staff are committed to delivering good quality learning experiences. Staff provide children with activities that follow their interests as well as building on what they know children can do. This successfully supports and prepares children for the next stage in their learning. Children show skill in balancing on the obstacle course and staff aid the more adventurous to try more complex manoeuvres. Staff encourage children's literacy by regularly reading favourite stories. Children create pictures of characters in books and learn about the world by following the lifecycles of insects such as caterpillars. Parents are fully involved in their children's learning and can support their learning at home. This is due to the regular feedback from staff as to what children are enjoying and achieving.

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

Children happily arrive and friendly staff greet them, which develops children's confidence and well-being from the moment they start. Children quickly become independent because they are able to choose toys and resources. They show high levels of initiative to ask staff for extra resources they need. This shows that children feel safe and secure in their play environment. Children also show sensitivity to the feelings of others. Older children take responsibility to care for those who are younger. This means that children play together well and develop good social skills, which is essential to support them as they move to school. Children learn about safety as they use large apparatus outside. Staff also practise fire drills with children to raise their safety awareness. Children's health is fully supported as they have plenty to drink in hot weather and they know when to rest after active play.

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

The manager is motivated to drive improvements and leads a staff team who are enthusiastic about providing children with a good quality provision. The manager effectively monitors her staff. This means they are all suitable and able to deliver the learning requirements in all areas for children. The manager organises regular meetings with staff to review children's progress to ensure they make progress. At this time, they quickly identify and address any gaps in children's learning. The staff's strong support of children with special educational needs and/or disabilities means they make particularly good progress from their starting points. The manager organises staff training and they are informed about changes occurring within early years. As a result, staff made changes to the teaching approach for two-year-old children. Parents and children are fully involved in reviewing the provision. This promotes a consistent approach to children's learning and well-being.

Setting details

Unique reference number	EY270799
Local authority	Surrey
Inspection number	847160
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	34
Name of provider	Nippertime Preschool
Date of previous inspection	1 September 2010
Telephone number	01883 653509

Nippertime Preschool registered in 2003. It operates from a scout hall based in Warlingham, Surrey. The pre-school opens each weekday during term time from 9.30am to 1.25pm. There are eight members of staff who work at the setting, six of whom hold relevant childcare qualifications. The pre-school manager holds a degree in Early Years. The pre-school offers funded places for children aged two years old and provides funded early education for three- and four-year-old children.

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