

# Little Nippers

Lune Park Childrens Centre, Ryelands Park, Owen Road, LANCASTER, LA1 2LN



<b>Inspection date</b>	1 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The well-qualified staff team engages well in children's play and use skilful questioning to engage them in their learning. Children are motivated, eager to be involved and make good progress.
- Children are well behaved. Staff are positive role models who provide clear expectations to children about what is expected of them. This means that children learn to show respect for others, consider people's feelings, learn to share and take turns.
- Partnerships with parents are good. Staff work effectively to engage parents in their child's learning. They encourage them to share information about their child's learning and development at home, which enhances the staff's understanding of the children even further.
- Self-evaluation is used effectively in the nursery to identify its strengths and potential areas for development. The manager values the thoughts, ideas and opinions of others in the process to ensure continued improvement of the nursery provision.
- Staff promote children's independence through well-planned activities, practical tasks and interaction. This contributes to their growing self-confidence and self-esteem.

### It is not yet outstanding because:

- Staff do not fully extend children's growing understanding of difference and diversity within people, families and communities beyond their own.
- Staff do not fully promote children's growing awareness of numbers during their play.

## What the setting needs to do to improve further

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

- enhance the activities planned to strengthen children's understanding of the difference and diversity of people, families, communities and the wider world
- enhance opportunities to develop children's knowledge and understanding of numbers during their play.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and owner. She looked at relevant documentation, such as, the attendance registers, staff hours and deployment, and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of what to do if they are concerned about any child in their care. Robust recruitment is in place and all suitability checks are completed. Staffing and qualification ratios are met at all times and accurate registers of attendance are fully maintained. Staff deploy themselves effectively and work well together as a team. Regular supervision meetings ensure that staff's quality of teaching and daily practice are maintained at a high standard and further training needs are identified to support professional development. The well-qualified manager ensures assessments of children's achievements are accurate. She checks that any gaps in children's learning are swiftly recognised to ensure that support strategies are put in place. Parents are highly complementary about the nursery provision. They praise the friendliness of the staff and how well they keep them informed of their children's progress.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff provide children with a good balance of adult-led and child-initiated play and constant access to the outdoor area for physical activity. They plan activities that meet children's needs, interests and to extend their learning. Children's language and communication skills are effectively supported. Staff engage children in conversations and provide a narrative for what children do and say. Young children clap their hands after singing action songs and older children join in stories that they enjoy hearing. Staff follow the children's lead and, generally, cover all the areas of learning with good effect. Good links are established with the partner nursery, which aids the transition process as children move on for their pre-school funded nursery education.

### Personal development, behaviour and welfare are good

Staff are friendly, approachable and very caring and children build a strong bond with them. This helps to promote children's personal, social and emotional development and enhances the smooth settling-in process. Staff promote positive behaviour and attitudes. They are good role models who get down to the children's level when communicating with them. Children learn about feelings and how to share and take turns. There are some references seen in the environment to support children's understanding of the difference and diversity of the world around them. Children are actively independent and help themselves to a wide range of resources. Staff teach children how to keep themselves safe. For example, they are reminded to handle knives carefully as they spread butter on their toast. Children enjoy healthy snacks and have ample opportunities to play outside. This helps them to begin to learn about healthy living and lifestyles.

### Outcomes for children are good

Children are motivated and eager to learn. Staff support children effectively and, therefore, they make good progress in relation to their starting points. Staff gather information from parents about children's starting points for learning and observe, assess and plan effectively for the next stage in their development. Staff work closely with parents to provide continuity of care and to promote children's learning.

## Setting details

<b>Unique reference number</b>	EY478660
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1040617
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	28
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Nippers Children's Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01524 844441

Little Nippers was registered in 2014. The nursery employs seven members of staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language.

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