

# Little Nippers Pre-School

Wesley Methodist Church, Waarden Road, CANVEY ISLAND, Essex, SS8 9BE



<b>Inspection date</b>	6 October 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 manager and staff team are passionate about their roles and responsibilities. Self-evaluation is used as an ongoing tool to help staff reflect upon areas that can be improved.
- Children independently access a wide range of resources and remain engaged and interested in their play. Staff effectively plan a good selection of challenging experiences across all areas of learning.
- Children who require additional help are very well supported. Staff liaise effectively with other professionals. This quickly establishes any additional support needed based on each child's unique needs.
- The outdoor environment provides children with many opportunities to move and be active. Children are provided with opportunities for challenge both physically, through moving in a variety of ways, and intellectually, through discovering exploring, experimenting, observing and problem solving.
- Children learn to value people who are different from themselves, providing them with good levels of tolerance and respect for others.

### It is not yet outstanding because:

- Younger children's varying levels of concentration and attention are not always considered by staff when organising some group activities.
- Staff do not consistently seek precise information from parents about children's learning and development before they start at the pre-school.

## What the setting needs to do to improve further

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

- help staff to refine the planning of group activities, taking more account of the varying levels of attention and engagement of younger children
- extend the range of information sought from parents when children start at the pre-school and establish an in-depth understanding of children's starting points.

### Inspection activities

- The inspector observed teaching and learning in the indoor and outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of staff suitability and qualifications.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the pre-school's self-evaluation.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

### Inspector

Tina Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff know how to implement safeguarding policies and procedures effectively to ensure children's health, safety and security. The manager uses regular staff meetings and supervision sessions to monitor staff practice well. She monitors staff's suitability closely and they all attend statutory courses, such as safeguarding and first aid. Parents speak positively of the pre-school. Staff invite parents into the setting to discuss their children's progress, and parents' positive contributions to children's assessments support learning at home. Early years pupil premium funding is used effectively to support children who are not reaching expected levels of development to make faster progress.

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

Staff successfully promote children's individual interests and learning needs. They complete regular observations and assessments to highlight children's abilities and ongoing development. This helps children to gain a good range of skills needed for the next stage in their learning. Staff provide children with a rich, stimulating learning environment. Resources available to children are used very well to encourage counting, sorting and problem solving, which they approach with enjoyment and enthusiasm. Staff consistently talk to the children, commenting on what they are doing and asking questions to encourage their thinking and exploration. For example, they ask children to consider what will happen when they pour water down guttering. This allows children to think and predict while they test out their ideas. Children are confident when using simple technology as they operate electronic tablets.

### Personal development, behaviour and welfare are good

Staff use a calm and consistent approach to manage children's behaviour. They support children to find appropriate solutions when disagreements occur. Staff continually provide children with praise and encouragement, which helps them to feel valued and respected. Furthermore, children's emotional well-being is successfully promoted as staff create a friendly, welcoming and stimulating environment. Their key-person system is effective and children's individual needs are well known by all staff. Children form positive relationships with staff, contributing to them being happy, settled and content. Staff teach the importance of keeping safe and staying healthy. Children enjoy a healthy snack menu. Staff encourage conversations about the importance of a healthy diet as they sit and chat with children during mealtimes.

### Outcomes for children are good

Children are working comfortably within the range of development typical for their age and make good progress over time. They have many opportunities to use their imagination and are supported by staff to develop their problem-solving skills. Children develop good literacy skills and enjoy looking at books. They listen and follow instructions attentively. Children develop the necessary skills that they need in preparation for school.

## Setting details

<b>Unique reference number</b>	EY482425
<b>Local authority</b>	Essex
<b>Inspection number</b>	994366
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Shelley Marie Williams
<b>Registered person unique reference number</b>	RP516894
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01268 698963

Little Nippers Pre-School was registered in 2014 and is owned by a private individual. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm, and from 9.15am to 3.15pm on a Wednesday. The pre-school provides funded early education for three- and four-year-old children.

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