

Little Nippers Preschool

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



Inspection date

10 November 2017

Previous inspection date

16 December 2014

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

- Since the last inspection, the new manager and staff have made very good improvements that benefit children's care and learning. They show a drive and commitment and use reflective practice very well to identify the group's strengths and areas where further development is needed.
- Staff are well qualified. They place a strong emphasis on supporting children to acquire good communication and language abilities. Staff use effective strategies to help children develop good listening, attention and speaking skills.
- Staff skilfully interact with children to extend and challenge their play and learning. As a result, children make good progress.
- Partnerships with parents and local schools are strong and support children as they move between each stage of their learning. Information about children's development is shared. Parents know what children have been learning at the pre-school.
- Staff are kind and encouraging, helping children to grow in confidence and feel valued. Children are happy and well settled. They have made good attachments with their key person. Children enjoy taking part in a variety of activities and experiences.

It is not yet outstanding because:

- Staff do not seek precise information from parents about what children already know and can do when they first start to identify accurate starting points in their learning.
- Opportunities for children to find out about their own community, the communities of others and the similarities and differences between people are less well planned for.

What the setting needs to do to improve further

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

- gather more precise information when children first start and consider their prior achievements fully when assessing their starting points to inform future planning
- enhance opportunities for children to find out about their own community and the communities beyond their immediate experience and help them to explore the differences and similarities of others.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection. She viewed all areas of the setting with the manager.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the safeguarding policy, children's learning records, staff's qualifications and their Disclosure and Barring Service checks.
- The inspector spoke to a group of parents during the inspection and took account of their views.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff regularly attend training to help keep their knowledge up to date. They know how to recognise when children may be at risk of harm, including being at risk from extreme behaviour and views. Staff know how to report concerns about a child in their care. They support children who have special educational needs and/or disabilities very well. Staff swiftly identify any children who are not progressing as expected for their age and plan successful interventions to help them catch up quickly. The manager has a secure understanding of safe recruitment procedures. Effective monitoring helps to ensure the ongoing suitability of staff. The manager provides monthly staff meetings, regular supervision and appraisals to support staff to understand their roles. These have a positive effect on children's development. The manager and staff establish good partnerships with other professionals, agencies and settings. These result in effective and well-coordinated strategies that promote and support children's progress. Parents speak very highly of the pre-school.

Quality of teaching, learning and assessment is good

Staff support children's early literacy skills effectively. For instance, they encourage children to sound out the letters of their name and to write their name on finished artwork. Children enjoy participating in activities in small groups. For example, they enjoy listening to a description of a child from a photograph and guessing who it is. They enjoy looking at family photographs and talking about their families. This builds their confidence and helps them to understand their learning, supporting them in developing positive emotional attitudes. Children show an interest in numbers and counting in readiness for their future learning. For instance, they all guess and count how many children are present at group time.

Personal development, behaviour and welfare are good

Children are happy and confident in the pre-school. Behaviour is good. Staff remind children about being kind and caring to each other and promote the sharing of toys and equipment. They support children's developing physical skills well and provide children with a variety of opportunities to be active. For example, children develop their muscles and coordination skills as they ride bicycles. Children enjoy serving their food during snack time and consistently use good manners. Discussions about healthy eating and good hygiene help children to understand how to keep themselves healthy.

Outcomes for children are good

Children are enthusiastic learners. They concentrate well and pay attention to detail. For example, children take their time painting complex pictures. Children enjoy imaginary play and act out scenarios, such as looking after baby dolls and cooking dinner for the family. They are developing the necessary skills for their future learning and their move on to school. Children are considerate to each other and develop good social skills that help them to form friendships.

Setting details

Unique reference number	EY335257
Local authority	Nottinghamshire
Inspection number	1104497
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	67
Name of registered person	Little Nippers Preschool Committee
Registered person unique reference number	RP911093
Date of previous inspection	16 December 2014
Telephone number	01623 464652

Little Nippers Preschool registered in 2006. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, five at level 3 and one at level 1. The pre-school opens Monday to Friday, term time. 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. The pre-school provides funded early education for two-, three- and four-year-old children.

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