

# Nanpean Nippers

Nanpean School,, St Georges Road, Nanpean, St. Austell, Cornwall, PL26 7YH



<b>Inspection date</b>	30 January 2018
Previous inspection date	13 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager engages staff well to have a strong drive to continually improve the service they provide. They are reflective and use self-evaluation effectively to make positive changes to improve outcomes for children. For example, they have adapted the outdoor area to provide more opportunities for children to make marks in their self-chosen play.
- Partnerships with parents are strong and staff successfully involve parents in children's development. There is an effective two-way flow of information to provide consistency to children's care, and strengthen and extend their learning. Children make good progress from their starting points.
- Children receive good support in their learning. Staff have a clear understanding of how children learn through play. They interact positively with children to support their curiosity, as they eagerly explore outdoors to make their 'magic potions', for example.
- Staff work in very effective partnership with local schools to give good support to children's eventual move to school. For example, they arrange visits and joint events that help children to become familiar with staff, the school environment and routines. Children become confident and self-assured about their future education.

### It is not yet outstanding because:

- At times, staff do not organise group activities effectively to fully engage and interest the younger children, to help them to make the best possible progress in their learning.
- Occasionally, staff do not make the most of routines to fully support all children's interactions with each other, to extend their good social skills even further.

## What the setting needs to do to improve further

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

- review the organisation of group activities to fully engage and interest the younger children, to help them to make even better progress in their learning
- provide more encouragement for children to interact with each other during routines, to extend their already good social skills further.

### Inspection activities

- The inspector observed staff engaged in activities with children, indoors and outside.
- The inspector carried out a joint observation with the manager and discussed children's learning and development.
- The inspector looked at a range of documents, including policies and children's records.
- The inspector held a meeting with the manager and discussed the nursery's self-evaluation.
- The inspector spoke to staff, children and parents, and took account of their views.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are alert to the signs that might lead them to be concerned about a child's welfare. They are clear about the correct procedure to follow to keep children safe from harm. The manager recruits and supervises staff effectively, and provides good support for their professional development. For example, staff attend training to keep their knowledge and skills up to date and to extend their understanding of supporting children who need extra help. The manager monitors children's learning conscientiously, and notices and addresses any gaps in their development promptly. She uses funding effectively and works in good partnership with outside agencies to support all children to reach their full potential.

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

Staff make accurate assessments of children's levels of development and plan interesting activities that motivate them to learn. For example, children are eager to investigate an interesting selection of magnets and discover how they attract and repel different objects. They develop a good understanding of how things happen and why things work. Staff provide good support to younger children's early literacy skills, and encourage them to draw and make marks in their play in good preparation for early writing. Older children handle pencils skilfully to form the letters in their name and show pride in their achievements. Staff support children's communication and language development effectively. For example, they encourage older children to talk about their interests and experiences, and repeat and extend younger children's sentences well.

### Personal development, behaviour and welfare are good

Children enjoy healthy snacks and daily fresh air and exercise. Staff provide a stimulating and enabling learning environment. Children benefit from a good range of resources that inspires them to be interested to explore. Staff provide good encouragement for children to notice differences and similarities between their lives and those of others. They pose interesting questions as children look at books about children in different countries around the world, for example. Staff are good role models and provide children with gentle encouragement to share and take turns during activities. Children behave well and cooperate with each other, respecting each other's views. They are secure in the routines of the day and show great pride when it is their turn to be the 'special helper'.

### Outcomes for children are good

Children gain the skills necessary for future learning and moving on to school. They concentrate well, follow instructions carefully and demonstrate good speaking and listening skills. Children develop good early literacy skills. Older children sound out letters of the alphabet confidently and recognise their names. Younger children show interest and enjoyment in sharing stories, and join in with action songs enthusiastically.

## Setting details

<b>Unique reference number</b>	EY261760
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1070525
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Nanpean Nippers Committee
<b>Registered person unique reference number</b>	RP521439
<b>Date of previous inspection</b>	13 November 2014
<b>Telephone number</b>	01726823641

Nanpean Nippers registered in 2003 and is run by a voluntary committee. It operates from premises on the site of Nanpean Primary School, situated in the village of Nanpean in St. Austell, Cornwall. The nursery is open each weekday from 8am until 6pm during term times, and occasionally during school holidays. The nursery receives early education funding to provide free places for children aged two, three and four years. There are six staff, all of whom have early years qualifications at level 2 or 3.

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