

# Nippertime Preschool Limited

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



<b>Inspection date</b>	10 May 2018
Previous inspection date	1 July 2015

<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 and staff support children to develop their confidence and to take responsibility for tasks. For example, after snack time, staff encourage children to put their own plate in the correct place and any food rubbish in the recycling bin.
- The manager and staff plan effectively to adapt activities to meet the needs of all children, including those who have special educational needs (SEN) and/or disabilities.
- Children develop strong attachments with staff. The manager and staff support children's emotional well-being effectively. For example, they give children specific praise and build on their developing self-esteem.
- Children learn to be independent. They are motivated and prepared well for school.
- The manager and staff have good partnerships with other professionals and schools children attend. For example, staff use the same language programme as the local school for continuity of children's learning.
- Partnerships with parents are effective. For example, staff share activities to continue children's learning at home.

### It is not yet outstanding because:

- The manager and staff do not sufficiently focus on ways to raise the quality of practice to outstanding levels.
- At times, the manager and staff do not make the most of daily routines to extend the children's learning even further.

## What the setting needs to do to improve further

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

- build on ways to extend staff's professional development and improve the quality of practice to outstanding levels
- make good use of all learning opportunities that arise during daily routines, to extend children's learning further.

### Inspection activities

- The inspector viewed the premises and sampled some documentation.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and carried out a joint observation with the manager of an activity.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their verbal and written views.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know the procedures to follow and whom to contact if they if they have a concern about a child's welfare. The manager effectively supports staff and identifies any training needs. For instance, after attending training, staff are now better able to identify the different ways in which children learn. This has led to staff planning more effectively for individual children. The manager regularly considers the views of staff, parents and children to help her initiate improvements. For example, after feedback from parents, new children arrive prior to opening time to allow them to adapt to the environment and settle happily. Since the last inspection the manager provides more opportunities for older, most-able children, to explore projects in more depth to challenge their thinking fully. For instance, children learn how to inhale and exhale while doing breathing exercises to understand how the body works.

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

The environment is welcoming and inviting to children and parents, and staff are friendly. The manager and staff use lots of exciting ways to support children to explore the natural world. For example, children look at tadpoles and learn about the life cycle of a frog. Staff extend learning well and explain to older children how tadpoles use gills to breathe underwater and how they develop webbed feet to assist in swimming. Younger children count the tadpoles and begin to learn mathematical language. Staff teach older children about measurements and they learn about the circumference of objects. Children have the opportunity to listen to music and express themselves. Staff extend children's learning well. For example, children know a song without words is called an instrumental.

### Personal development, behaviour and welfare are good

The manager and staff teach children how to manage their personal risk and safety well. For example, children are shown how to sit correctly on chairs and how to go up and down a slide safely. Staff are good role models and children behave well. They are beginning to be aware of the needs of others and understand emotions. For example, an older child cuddled a younger child who was upset. The manager and staff teach children about diversity in different ways. For example, parents share their different cultural backgrounds with the children to give them an understanding of the wider world.

### Outcomes for children are good

All children, including those who have SEN and/or disabilities and those learning English as an additional language, make good progress from their starting points. Children learn good skills in preparation for school. For instance, they learn how to self-register and are learning to be independent. Children learn to share well and play together. They choose activities from easily accessible resources and are happy in the safe environment.

## Setting details

<b>Unique reference number</b>	EY270799
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1128866
<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>	32
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Nippertime Preschool
<b>Registered person unique reference number</b>	RP521700
<b>Date of previous inspection</b>	1 July 2015
<b>Telephone number</b>	01883 653509

Nippertime Preschool Limited registered in 2003. It operates from a scout hall based in Warlingham, Surrey. The pre-school is open Monday to Friday from 9.30am to 1.25pm, during school term time. There are nine staff, five of whom hold an appropriate early years qualification at level 3 and two at level 6. The pre-school offers funded places for children aged two years and provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

