

Little Nippers Preschool

Royston Lifelong Learning Centre, Station Road, Royston, Barnsley, South
Yorks S71 4EP



Inspection date	17 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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 her staff create a bright, open and welcoming learning environment. The manager provides clear and strategic planning for the pre-school's future development and is effectively supported by the enthusiastic staff.
- Staff accurately assess the level of children's skills, knowledge and understanding on entry to the pre-school. They plan well to build on children's interests and skills to help them make good progress from their individual starting points. Staff have high expectations overall, and make learning fun and engaging.
- The manager and her staff establish strong relationships with children and their families. Staff successfully encourage children to behave well and develop their self-confidence and self-awareness.
- Staff encourage children to listen attentively and build a rich and useful vocabulary. For example, children accurately recall the days of the week and months of the year, and describe weather conditions in detail in group activities at the start of the day.
- Staff celebrate children's achievements with attractive displays of their work and well-chosen quotes from the children about their activities.
- Parents welcome the regular information and guidance they receive on children's daily routines and achievements. They appreciate the attention staff give to providing a safe environment for children to grow and develop in.
- Staff do not consistently help children to think more deeply and reflect on their learning.
- There are limited resources to help children develop their balancing and climbing skills, particularly for those who choose to play outdoors.

What the setting needs to do to improve further

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

- strengthen strategies to help children think deeply and reflect on their learning
- build on resources to develop children's balancing and climbing skills, particularly for those who choose to play outdoors.

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 spoke to children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views expressed in questionnaires.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The manager gathers the views of staff, parents and children to evaluate the quality of provision and plan future developments. There are robust procedures to evaluate and improve the quality of teaching and support staff through regular training opportunities. The manager systematically analyses the progress made by all groups of children to ensure they are all well supported in their learning. The pre-school makes positive links with other early years settings children attend. The arrangements for safeguarding are effective. There are rigorous procedures to check staff are suitable to work with children. The manager ensures staff are trained in child protection and their knowledge is kept up to date.

Quality of teaching, learning and assessment is good

Staff consistently promote children's listening and communication development well for all groups of learners. For example, they share many different stories, songs and rhymes throughout the day and help children to become familiar with the characters and plot through, for example, role-play. Staff's interaction with children is positive and supportive. They take many opportunities to reinforce children's communication and mathematical skills. For example, staff help children to identify squares, rectangles and triangles in their large-construction play. Staff take many opportunities to strengthen children's counting skills from completing daily registers together to counting the beads children are threading. Staff encourage children to enjoy exploring music and dance by, for example, regular dance activities or creating their own sounds with pots and pans.

Personal development, behaviour and welfare are good

Children are helped to understand the importance of sharing and taking turns. Staff make good use of praise and encouragement to help children recognise their strengths and support them to overcome difficulties, such as a lack of self-confidence. Staff help children understand the feelings and needs of others. For example, they discuss how the children feel when they go on an imaginary bear hunt together. They consider whether the bear means to frighten the children. Staff promote children's awareness of healthy lifestyles and good hygiene procedures. For example, children wash their hands with care and make sure they are dry before eating their lunch. The children participate in projects to help their understanding of the importance of cleaning their teeth. The staff help children to develop their awareness of their own management of risks through, for example, road safety activities.

Outcomes for children are good

Children make strong progress from their individual starting points and are well prepared for their future learning, including starting school. Staff help new children to feel confident in their surroundings and to begin to explore the world around them. Children achieve well in their early writing and reading skills. For example, they identify the letters in their names and recognise them in other words. Children's creative and imaginative skills are promoted well. Children enjoy dressing as different characters and creating their own stories.

Setting details

Unique reference number	EY538231
Local authority	Barnsley
Inspection number	10079165
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	22
Number of children on roll	35
Name of registered person	Little Nippers Playgroup Committee
Registered person unique reference number	RP907518
Date of previous inspection	Not applicable
Telephone number	01226 725918

Little Nippers Preschool registered in 2016. The pre-school employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday and 12.15pm until 3.15pm. The pre-school offers a lunch club for children attending both sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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