

Inspection of Little Nipperz Chelmsford

Maltese Road School, Maltese Road, Chelmsford CM1 2PA

Inspection date: 19 November 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

A number of requirements relating to safeguarding, welfare, and learning and development have not been met. Children's safety and development are significantly compromised. This is because staff have a poor knowledge and understanding of how to keep children safe. The monitoring of staff's practice is ineffective. As a result, the quality of education is weak. Staff do not provide a standard of education that enables all children to develop the appropriate skills they need for the next stage in their learning.

Staff provide a range of resources, but consistently miss opportunities to develop and extend children's learning. For example, while staff sit with children during activities, they do not consistently engage with them or follow their interests to motivate and engage them in quality learning. Staff fail to plan stimulating and suitably challenging activities that match each child's age and stage of development. The lack of challenge means that children do not make, at least, the expected progress to reach their full potential.

Staff do not encourage children to manage their self-care needs and to develop their independence in preparation for school. For example, they do not allow children the opportunity to put on their own coats independently, before going to play outside. This means that staff limit children's opportunities to develop the essential self-help skills required for their future. Staff deployment is weak. Senior staff do not identify when they need to adjust where staff are placed to meet the needs of children and keep them safe. Consequently, children's behaviour deteriorates, and they become unruly.

What does the early years setting do well and what does it need to do better?

- During activities, staff do not challenge children's thinking as they play. For example, while children play with dough, their creations are not always successful. Staff quickly jump in to adapt these creations themselves. They do not support children to reflect or consider their own solutions. This means that children are not developing confidence in their abilities. Children are not supported to think about problems independently and to persist when they encounter difficulties.
- Staff do not always respond promptly to children's interests or adapt the environment to support their individual needs. For example, staff fail to notice children who wander around, without purpose, for extended lengths of time. Some children become upset because their needs are not being met. Staff do not meet the learning and development requirements. They are not providing an enjoyable and challenging learning environment for all children.
- The manager has established a system of supervision sessions for all staff.

However, this is not used effectively to monitor or identify underperformance. Staff do not currently have sufficient knowledge or skills to support children's learning and development effectively.

- Not all staff are aware of their roles and responsibilities. Senior staff do not ensure that other staff are deployed effectively. For example, after lunch, most staff complete non-childcare tasks such as sweeping, cleaning, or remaining in the kitchen area. The remaining staff give inconsistent instructions to children as they attempt to control the whole group. The resulting situation is extremely chaotic. Children become boisterous and run around the room due to this poor supervision. This means that children's safety and welfare are considerably compromised.
- During activities, some staff are not consistently aware of where children are or what they are doing. For example, older children are disengaged with the activities provided and begin climbing onto large padded stools, stored in the corner, jumping from one to the other. Younger children soon copy. After some time, a member of staff, on the other side of the room, notices and instructs them to stop. The children continue to jump on cushions on the floor. Staff do not consistently support children to manage their own behaviour and understand the consequences of their actions.
- Staff do not have high enough expectations for all children. They fail to provide an environment that supports and challenges children's different stages of development. For example, during an activity to promote children's recall of a story, staff fail to adapt it to extend and challenge those children already demonstrating their secure ability to do this. As a result, opportunities to help them learn new skills and make progress are very limited.
- Some children use resources inappropriately. Staff do not actively encourage them to engage effectively in the activity to promote their learning. Staff fail to promote the best possible outcomes for all children.
- Children are not encouraged to develop independence. For instance, during mealtimes, some children use their hands to feed themselves rice. Staff do not support them to use cutlery. In addition, those children who are more able are not given the opportunity to pour their own drinks.
- Plastic bottles of handwash are kept high up in the toilet area, preventing children from using them independently. In addition, during the inspection, some children were observed not washing their hands after using the toilet. Staff fail to encourage children to develop independent hygiene routines and self-care.
- The provider assigns each child a key person and this information is shared with parents. Children build positive relationships with their key person and other staff. Some children show that they are settled and emotionally secure. The provider builds relationships with staff at local schools to help provide continuity in children's learning.
- Parents speak positively about the pre-school. Staff interact appropriately with parents to inform them about their children's day. Ongoing information is shared in electronic format. However, this information is not consistently shared with all parents. As a result, the provider does not ensure that all parents are supported to build on children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and manager do not ensure that all staff have knowledge of current and wider safeguarding issues, particularly the government's statutory 'Prevent' duty guidance. This puts children's ongoing welfare at risk. The provider has a sound knowledge of child protection. She recognises the possible signs and symptoms of abuse and knows the relevant agencies to contact for guidance or to report a concern. However, she has failed to retain safeguarding records relating to individual children for a reasonable period of time after they have left the setting.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff have a thorough knowledge and understanding of all safeguarding matters, particularly the 'Prevent' duty guidance to keep children safe	03/12/2019
ensure that all records relating to individual children are retained for a reasonable length of time	03/12/2019
ensure staff have appropriate training, skills and knowledge and a clear understanding of their roles and responsibilities	20/01/2020
ensure that staff supervision arrangements are effective in monitoring personal effectiveness, identifying ongoing training needs and tackling underperformance	20/01/2020

ensure that staffing arrangements meet the needs of all children and ensure their safety	03/12/2019
improve the quality of the teaching to provide increased challenge and to ensure all children access an interesting and stimulating range of activities	20/01/2020
manage children's behaviour appropriately to ensure their safety and promote their understanding of how to keep themselves safe	03/12/2019
take all necessary steps to ensure the safety of children at all times.	03/12/2019

Setting details

Unique reference number	EY549951
Local authority	Essex
Inspection number	10130294
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 5
Total number of places	51
Number of children on roll	49
Name of registered person	Little Nipperz Ltd
Registered person unique reference number	RP529918
Telephone number	01621 741541
Date of previous inspection	Not applicable

Information about this early years setting

Little Nipperz Chelmsford registered in 2017. The pre-school opens Monday to Friday from 8.50am to 2.50pm, during school term times. There are eight members of staff employed. Of these, seven hold relevant childcare qualifications at level 2 and above. The pre-school provides funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

Inspection activities

- The inspector had a tour of the pre-school with the provider and discussed how the curriculum is organised.
- The inspector made observations throughout the inspection of children's experiences in the pre-school.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was carried out with the pre-school provider.
- The inspector looked at a sample of relevant documents, including evidence of staff's qualifications and their suitability to work with children.

We carried out this inspection 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.

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