

# Inspection of Nesbit Nippers

Turning Pages Centre, 6 Nesbit Road, LONDON SE9 6HS

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Inspection date: 12 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children quickly settle into this welcoming and inclusive pre-school. They form close bonds with staff who support their emotional well-being very well. Children happily snuggle with blankets as they share stories with staff. Children show that they develop a strong sense of belonging. For instance, they regularly discuss important events or people in their lives. Children take part in enjoyable activities that generally support their learning and development well. Occasionally, activities lack challenge. Some children have fewer opportunities to think and solve problems for themselves. Children receive good support to develop independent self-care skills. They learn to recognise the needs of their body, for example drinking when thirsty at the 'hydration station' or knowing when they should wipe their nose and how to dispose of the tissue. Children respond well to praise and encouragement, such as when they cut fruit or pour drinks at snack time. At times, they are not fully supported to understand the importance of making healthy food choices. Children learn to accept the similarities and differences between themselves and others. They show that they understand that some of their friends may need extra help with their learning, or more time during activities. This was demonstrated as children waited patiently for their friends to have a go during group activities. Children with special educational needs and/or disabilities (SEND) benefit from skilled teaching and very effective partnership working. Some children with SEND make exceptional progress from their starting points.

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

- Staff support children's communication and language development effectively. They implement teaching methods that help children build on their communication skills. For example, staff use items of interest, visual aids and repeat key words during activities. These strategies help less-confident children to speak during group activities.
- Staff are very effective key persons and know children well. They work closely with parents and provide advice, reassurance and support. Parents appreciate the commitment of staff and speak highly of their caring approach.
- Staff meet the personal care needs of children well. They share information with parents and encourage a shared and consistent approach. This also contributes to successful toilet-training. Staff work effectively to help address local health issues. For example, they arrange regular visits from dental health professionals and implement daily tooth brushing.
- Children behave well. They respond well to instructions and show that they know what is expected of them. Children show concentration and focus as they complete activities of their choice.
- Staff help children to learn about other cultures and communities. They use a range of resources and activities to help children learn about those who are

different from them, and help them to understand what they may have in common.

- The manager considers the needs of children and feedback from parents when planning improvements. For example, the introduction of a book lending scheme offers parents additional help to engage with children's learning at home.
- The manager and the special educational needs coordinator (SENCo) work closely with parents and other professionals to seek additional support when children need it. Additional funding is carefully focused on improving outcomes for targeted groups of children.
- Staff manage children's individual dietary needs effectively. They implement strategies that successfully encourage children to try different textures, smells or tastes. Children enjoy healthy and nutritious snacks. Despite this, opportunities to enhance their understanding of healthy food choices are sometimes missed.
- Staff complete a wide range of training to enhance their teaching and assessment skills. Children benefit from their increased knowledge and expertise. Staff skilfully address identified gaps in children's learning and development. At times, activities lack sufficient challenge for children who do not need extra help with their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager implements procedures effectively to help keep children safe and secure in the shared building. Staff are clear about the potential risks posed to children, including from exposure to extreme views. They know what action to take if concerned about a child, or the behaviour of a colleague. The manager liaises well with other agencies to help protect children's welfare and maintains accurate records of children's arrival and departure. Staff manage risks effectively. They share information about children's personal care and accidents appropriately. The manager implements safer recruitment guidance and checks the ongoing suitability of staff.

## **What does the setting need to do to improve?**

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

- help children to better understand the benefits of making healthy food choices
- strengthen opportunities for children to use their thinking skills and solve problems.

## Setting details

<b>Unique reference number</b>	EY546319
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10129982
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Nesbit Nippers Pre-School Committee
<b>Registered person unique reference number</b>	RP909603
<b>Telephone number</b>	07756738063
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nesbit Nippers re-registered in 2017. The pre-school is in Eltham in the Royal Borough of Greenwich and operates during term times. There are two sessions each weekday from 9.25am until 12.25pm and from 12.30pm until 3.30pm. The pre-school receives funding for free early education for children aged two, three and four years. Four staff work with the children. Three staff, including the manager, hold qualifications at level 3. One staff member holds a qualification at level 2.

## Information about this inspection

### Inspector

Kareen Jacobs

### Inspection activities

- The manager showed the inspector all areas of the pre-school and explained how children's learning is supported, both inside and outdoors.
- The inspector spoke with parents and held discussions with staff as part of the inspection.
- Documents were reviewed, including children's records, development plans and evidence of professional development and staff suitability.
- The inspector held a meeting with the manager and they jointly observed a children's activity.

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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