

Inspection of Little Nipperz

The Drive, Mayland, CHELMSFORD CM3 6AB

Inspection date: 17 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children's daily experiences in the pre-school vary. Some children engage well in the activities provided and are encouraged by staff to persevere as they attempt planned tasks. They listen as staff share stories and have opportunities to build on their imaginations and structure their own tales.

Staff build on children's interests as they play. However, some children do not have enough focus placed on their learning and development in order to support their good progress. This is because the quality of teaching is variable and the key-person system is not managed well enough to ensure all children have a specific adult to oversee their care and development each day. Staff who work directly with these children do not know them well enough. Therefore, the activities they provide do not challenge children beyond what they already know and can do. Although these children still enjoy their day and have their basic care needs met, they do not always demonstrate high levels of curiosity or concentration.

Children show they feel safe and secure in the pre-school. They ask adults for help when needed and are aware of staff's expectations for behaviour. For example, when staff gently shake a tambourine, children wave their hands in the air and listen to the information staff share and the instructions that they give.

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

- The senior management team is eager to improve practice. They recognise that recent changes in how the setting has been managed has led to a decline in the quality of provision. However, the breaches to the requirements do not have a significant impact on children.
- Staff say they feel supported and have been given information about their roles and responsibilities. However, not all staff, including those in a position of management, fully understand these. This means that they do not oversee the running of the pre-school room well enough to ensure all children receive the same quality experiences and that staff communicate effectively.
- Some staff take on the responsibility of children across both settings owned by the provider and share their time between the pre-schools. In the absence of these staff, there is no system in place to oversee the care and learning opportunities provided for their key children. Therefore, staff working with the children do not always know how to access pertinent information in order to effectively plan for their learning.
- On occasions, there are variations in the quality of teaching. In spite of this, the qualified staff use clear pronunciation as they introduce children to new words, such as 'angel', 'Gabriel' and 'frankincense' during Christmas activities. Staff provide children with explanations to improve their learning. For example, they

explain that to 'rejoice' means to celebrate.

- Staff engage children in fundraising activities to help those who are in need and recently took them to a ceremony of remembrance. This helps children to develop an understanding about the community and people in the wider world.
- Children access the outdoors in all weathers. For instance, when it rains, staff provide them with boots and waterproof clothing. Children make the most of jumping in the muddy puddles.
- Safe hygiene practice is consistently followed. Staff encourage children to wipe their own faces and noses. They remind them to discard any tissues that they use in the bin and to wash their hands afterwards.
- The senior management team has established suitable links to the local authority and external agencies to gain guidance and support when needed. They work closely with the on-site school to ensure children gain the basic skills that they need to help prepare them for future learning.
- Children show competent skills in mathematics and literacy. They begin to recognise the letters of their name and enjoy measuring how tall they have grown on the height chart displayed outdoors.
- The senior management team has made improvements to how they work in partnership with parents. For example, they have recently introduced parents' evenings. This enables more family members to attend and share information about children's progress. However, the plans to provide all parents with ideas to extend children's learning at home are still in the early stages.

Safeguarding

The arrangements for safeguarding are effective.

The system for recruiting new staff is robust. This helps to ensure the suitability of all adults who work with children. Staff receive regular training to help ensure they have an up-to-date knowledge of child protection issues. They recognise the signs and symptoms that may indicate a child who is at risk of harm. Staff know the correct procedures to follow if they have any concerns about a child and where to go for support both inside and outside of the pre-school.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the key-person system so that all children receive good-quality experiences and have an adult responsible for them each day to tailor their learning and development needs	28/01/2020

<p>ensure staff working with children have access to relevant information in order to meet their individual needs and to provide consistently meaningful and challenging learning experiences across all areas of learning</p>	<p>28/01/2020</p>
<p>ensure all staff, especially those in a position of management, have a clear understanding of their roles and responsibilities, and are held to account for weaknesses in practice and the quality of care and education.</p>	<p>28/01/2020</p>

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

- implement and evaluate the plans to further engage parents in children's learning and provide them with ideas to extend this at home.

Setting details

Unique reference number	EY412973
Local authority	Essex
Inspection number	10127360
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 10
Total number of places	26
Number of children on roll	50
Name of registered person	Little Nipperz Ltd
Registered person unique reference number	RP529918
Telephone number	01621741541
Date of previous inspection	9 March 2016

Information about this early years setting

Little Nipperz registered in 2010 and is located in Mayland, Chelmsford. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including the provider who holds early years teacher status. The pre-school opens from Monday to Friday, 9am until 3.15pm, during term times. It offers a before- and after-school club facility from 7.15am to 8.45am and from 3.10pm to 6.30pm. Children attend for a variety of sessions. There is also the option of care for children during the holidays from 7.15am until 6.30pm each day. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Pepper

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 with staff and children during the inspection.
- The inspector completed a walk around the pre-school with the provider and the manager to find out about children's learning experiences. She carried out a joint observation with the provider.
- The inspector held a meeting with the provider and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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