

# Inspection of Little Nipperz

Katonia Avenue, Mayland, Chelmsford, Essex CM3 6AD

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Inspection date: 14 June 2021

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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	Requires improvement

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

### **The provision is good**

All children are content and settle very well in the pre-school. They are happy and excited to tell adults what they like to do, such as riding 'the star bike' and 'playing with toys'. Children spend long periods of time creating pretend ice creams and milkshakes made from pink sand and mud.

Children have plenty of fun as they develop a wide range of skills. For example, they learn how to carefully pour water from one container to another without spilling it. Children enthusiastically take part in lively conversations with staff and their friends. They show good language skills as they happily sing songs, nursery rhymes and play musical games. Children are well behaved, they take turns as they wait for others to jump from a low-level tree stump. Children show enormous pride in their achievements, which they are keen for adults to see.

Children show a good understanding of mathematical concepts. They recognise familiar numbers as they play hopscotch with staff and use their hands to demonstrate what 'little' looks like. Children are eager to join in activities. When a member of staff asks how many legs a snake has, a child riding past calls out 'they have zero legs'.

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

- The providers have worked hard since the last inspection to make improvements. There is a key-person system in place and staff know their children really well.
- The quality of support for children with special educational needs and/or disabilities is extremely good. Staff provide excellent opportunities that promote their communication and language skills. They talk to children about their achievements, such as how well they are sorting colours into groups. Children enjoy taking part in sensory play, they open and close their hands while watching the shaving foam ooze out between their fingers.
- There are good links with local schools, which helps to support children when the time comes to leave the pre-school. Partnerships with other professionals help to ensure that staff can support children further.
- Parents speak highly of staff and know who their child's key person is. However, the providers have not yet fully explored ways to share up-to-date information to help parents support their child's learning at home.
- Staff model language very well and encourage children to express their thoughts and use new words. Children are happy to talk to staff who show great interest in what they have to say.
- Regular staff supervision meetings include feedback about any weaknesses in practice and reflects upon the quality of care and education children receive.

Risk assessments and daily safety checks of all areas accessed by children helps to ensure any potential risks are swiftly identified and minimised.

- Staff use a wide range of strategies to help children learn about what is acceptable behaviour. Good staff supervision and deployment means that they are on hand to provide children with gentle reminders and hold discussions that help to support their understanding.
- Staff observe and use assessment to monitor children's progress. However, they do not always ensure that planned activities specifically meet each child's next steps for learning.
- Sometimes, staff do not make effective use of knowledge shared by parents about what children know and can do when they start, in order to plan for what they need to learn first.

## **Safeguarding**

The arrangements for safeguarding are effective.

The providers and staff show a good understanding of child protection and broader safeguarding issues. They know how to report concerns and understand their role in teaching children how to keep themselves safe. The providers and deputy manager have completed training to help them provide safeguarding support and advice to staff when needed. Recruitment procedures ensure that any person working in the pre-school completes appropriate checks to make sure they are safe to be around children.

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

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

- extend staffs' understanding of children's next steps, in order to promote continuity in their learning further
- make effective use of knowledge shared by parents about what children know and can do when they start, in order to plan for what they need to learn first
- build on the good communication with parents to develop ways to consistently share up-to-date information about how they can support their child's learning at home.

## Setting details

<b>Unique reference number</b>	EY412973
<b>Local authority</b>	Essex
<b>Inspection number</b>	10136878
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Little Nipperz Ltd
<b>Registered person unique reference number</b>	RP529918
<b>Telephone number</b>	01621741541
<b>Date of previous inspection</b>	17 December 2019

## Information about this early years setting

Little Nipperz registered in 2010 and is located in Mayland, Chelmsford. The pre-school employs nine members of childcare staff. Of these, five 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 to 3pm, 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 some school holidays from 7.15am to 6.30pm each day. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ann Cozzi

## Inspection activities

- This was the first routine inspection the providers have received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the providers and has taken that into account in their evaluation of the providers.
- One of the providers and inspector completed a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the provider.
- The providers, staff and children spoke with the inspector at appropriate times during the inspection.
- Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff qualifications and the suitability of all those working in the setting was checked.
- The inspector spoke to parents at 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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