

Inspection of Little Nipperz Chelmsford

Maltese Road School, Maltese Road, Chelmsford CM1 2PA

Inspection date: 18 June 2021

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy, content and self-assured. They relish a wide range of exciting learning opportunities, such as outdoor play in the rain. Children frequently initiate their own learning. They show great focus as they explore water and mud, using descriptive language they describe the water as 'dirty' and 'slimy'. Children are very aware of the impact of their behaviour. They wait patiently for their turn to run into a puddle, to avoid splashing others. Children consistently show that they have a superb understanding of the rules in place when they come in and take off their wet boots, coats and trousers. Children make friends easily and show kindness to each other, staff and visitors. When adults sit at their table, young children quickly offer them a piece of their dough and demonstrate how to use a rolling pin. Children have fun learning about shapes and can identify these in the environment. They are excited and confident to contribute during group time and recall that there are shapes called circle, triangle and hexagon. Children show high levels of respect as they talk to others, asking their opinion, sharing ideas and making plans together, for example when acting out going on a bear hunt. Children proudly talk about getting a sticker from staff because 'I did things all for myself'.

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

- The providers demonstrate a drive and determination to make improvements in the service they provide. Since the last inspection, they have ensured that their own and staff's knowledge and understanding of safeguarding issues are good. Staff have regular supervision meetings and opportunities to undertake training that helps improve learning outcomes for children. Effective risk assessments and daily checks help to ensure the safety of children at all times.
- The providers demonstrate a clear understanding of what they want children to learn. They ensure that ongoing planning is implemented, consistently meeting the individual needs of all children attending. Learning opportunities are well thought through and interesting to children. Staff encourage children to identify shapes and talk about what they look like. They take every opportunity to reinforce this learning and frequently check in with children to find out if their knowledge and understanding have increased.
- The manager and her staff have risen to the challenges that COVID-19 (coronavirus) has presented. They have successfully implemented and embedded new initiatives that ensure children's progress is closely tracked, and planning is adjusted to meet their needs effectively. Staff model and introduce new language for children to hear. When a child mispronounces a word, staff repeat it so they can hear the correct pronunciation. Staff speak clearly to children and, at times, use basic sign language to support their understanding.
- Staff consistently build children's confidence, recognising their achievements, saying 'well done', 'good job' and 'I am proud of you'. Children respond

extremely well to this positive reinforcement.

- Children are provided with a wealth of opportunities to explore and understand their emotions. Staff use pictures of a wide range of symbols and books as prompts for children to think about, discover and discuss how they are feeling.
- The provider is well organised and all the required documentation is in place. This helps to promote the safe and efficient running of the pre-school. All information is regularly updated, helping to meet the requirements of the 'Statutory framework for the early years foundation stage'.
- Children show high levels of independence and an eagerness to learn. They know how to use the toilet, wash and then dry their hands before going back into the playroom. Older children carefully scoop water into containers to fill their wheelbarrow. They show great balancing skills as they push it over uneven ground to the other side of the garden. Children thoroughly enjoy the praise they receive for this achievement. Staff encourage children to test different ideas. As they throw and drop small toys into a puddle, children discover if they float or sink. With glee they quickly tell everyone around them 'it's floating'.
- Communication with parents is good. Staff regularly share information on children's progress and work closely with others to support children with special educational needs and/or disabilities. However, the providers have not yet fully developed ways to share the most up-to-date information about children's ongoing learning.
- Information about children's starting points is not always used effectively by staff in order to plan what children need to learn from the start.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school has two appropriately trained designated safeguarding leads. They provide support and advice to staff should the need arise. All staff complete regular safeguarding training. This helps them identify potential signs of child abuse and understand their role in protecting children. The providers and their staff have a clear understanding of wider safeguarding issues, such as extremism. Staff consistently build children's knowledge of how to keep themselves safe.

What does the setting need to do to improve?

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

- develop further the good communication systems in place with parents, to constantly share accurate information about how they can support their child's learning at home
- strengthen the use of information provided by parents, in order to plan more effectively for what children need to learn from the start.

Setting details

Unique reference number	EY549951
Local authority	Essex
Inspection number	10132346
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 at time of inspection	2 to 4
Total number of places	51
Number of children on roll	39
Name of registered person	Little Nipperz Ltd
Registered person unique reference number	RP529918
Telephone number	01621 741541
Date of previous inspection	19 November 2019

Information about this early years setting

Little Nipperz Chelmsford registered in 2017. The pre-school opens Monday to Friday from 8.50am until 2.50pm, during term time. There are 12 members of childcare staff. Of these, 11 hold relevant childcare qualifications at level 2 and above, including the provider, who holds early years teacher status. The pre-school provides funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Cozzi

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the providers and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- A focused activity was observed by the inspector and was evaluated with the provider.
- The inspector spoke with the provider, staff and children at appropriate times during the inspection.
- 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 by the inspector.
- The inspector spoke to parents at 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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