

# Inspection of Nippers Day Nursery Ltd

Nippers Nursery, 74 Lancaster Road, CARNFORTH, Lancashire LA5 9LE

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Inspection date: 29 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at this setting. They are fully engaged and make confident choices about what they would like to do. Staff respect children. They listen intently to their suggestions and expertly incorporate their interests and ideas into the curriculum. Children fondly remember what they have already learned and excitedly chat about past experiences at the setting. For instance, they animatedly talk to their friends about banana bread they have baked and using the electric whisk.

Children giggle with delight as they make up their own guessing games on the spot. They tease their friends and staff with 'clues' as they think of a specific vegetable. Children proudly realise 'it's a pea!', when they hear the clue 'it is very small and lives in the freezer'. Staff praise children for their keen imaginative skills and children relish staff involvement in their play.

The manager and her staff have adapted well to the COVID-19 (coronavirus) pandemic. They place a huge importance on cleanliness and hygiene. For instance, they deep clean the environment regularly in order to help protect children from germs. Children have embraced these changes and wash their own hands regularly without any prompting from staff.

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

- Children have warm, strong relationships with staff. They gently stroke babies' hair as they drift off to sleep, recite nursery rhymes to older children during nappy changes and congratulate pre-school children on their wonderful ideas. Children relish this praise and affection. They feel secure and appreciate their key person, which is reflected in their impressive confidence.
- The manager and her staff are passionate about ensuring all children experience equality within the setting. In particular, the provision for children with special educational needs and/or disabilities is strong. Staff go above and beyond to ensure that all children have whatever they need to fully access the curriculum. They adapt the environment to ensure that every child has the tools they need to succeed. This helps to support children's good developmental progress.
- Parents appreciate the manager. They commend her strong communication skills, which help them to feel 'regularly updated' on their child's progress at the setting. Parents describe staff as 'approachable', 'informative' and 'always enthusiastic about doing the best for children'. Parents of pre-school aged children feel confident that their children are being well prepared for their upcoming transition to primary school.
- Children behave well. Pre-school children say please and thank you without any prompting from staff. They are kind and thoughtful. For instance, they

compliment their friends when they think they have done a good job. Babies show impressive confidence as they explore their surroundings. They smell different vegetables and giggle with excitement as they show their peers. Two-year-old children sit nicely at mealtimes and talk happily as they eat their food. Children clearly feel settled and content at this setting.

- Some staff cannot confidently explain the intentions behind their play with children. They struggle to relate what they are teaching to children's individual developmental stages and different areas of learning. That said, staff interactions with children are of a high quality. Staff skilfully build upon children's existing learning and encourage children to explore new ideas. For example, staff support children to listen to the sounds different letters represent. They help children to make links between letter sounds and their own names and other words. These are helpful skills to have when children begin their primary school education.
- The manager is dedicated. She places high importance on staff well-being and children's safety. She is self-reflective, and can evaluate the setting as a whole, effectively. She uses this information to make changes which help to protect children from possible hazards and continuously raise the standards of staff practice. For instance, the manager has introduced a double gate system, with locks, to the outdoor areas to help to ensure children are secure while playing outside. Additionally, the manager routinely observes staff and offers constructive feedback to help them to progressively build upon their skills. This means the quality of the curriculum is steadily evolving.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and her staff robustly risk assess the environment to help prevent any harm to children. Outdoor and indoor areas are routinely checked for hazards. All entrances are monitored with cameras to ensure only verified visitors are granted access to the building. Staff confidently understand their roles and responsibilities in safeguarding children. They recognise signs and symptoms of possible abuse and are committed to following the correct procedures when necessary. The manager has a wealth of safeguarding knowledge and uses this to create a culture of safety and awareness within the setting.

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

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

- support staff to expand their understanding of the areas of learning and how these relate to children's individual learning goals and development.

## Setting details

<b>Unique reference number</b>	309733
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10203895
<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>	0 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Nippers Children's Day Nursery Limited
<b>Registered person unique reference number</b>	RP902407
<b>Telephone number</b>	01524 844441
<b>Date of previous inspection</b>	18 October 2016

## Information about this early years setting

Nippers Day Nursery Ltd registered in 1998. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and 4, one is unqualified. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager lead the inspector on a learning walk, during which she discussed the curriculum provided for children and the impact this has on their development.
- Leadership and management discussions were held between the manager, the nominated individual and the inspector throughout the inspection day. Relevant documentation was also scrutinised, including staff qualifications.
- During a joint observation, the manager and the inspector evaluated staff practice and discussed key strengths and areas for development.
- Feedback was gathered from staff, parents and children which was taken into consideration.

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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