

# Inspection of Little Nippers Day Nursery

446-450 Kingstanding Road, Birmingham B44 9SA

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Inspection date: 10 May 2022

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

### **The provision is good**

Children arrive happy and content. They separate from their parents confidently. Children, including those who are new to the setting, form very close bonds with staff and develop good friendships with other children. Children are motivated and eager to learn in the well-resourced nursery. Staff consistently use praise and encouragement effectively to support children's good behaviour. Children use good manners readily and remember to say 'please' and 'thank you'. They behave well. Children are kind and considerate to each other and play cooperatively together.

Children of all ages have plenty of opportunities to develop their physical skills. They enjoy daily outdoor play where they ride bicycles around a road track or speed down a slope. Babies pull themselves up and hold on to staff and furniture. They are eager to toddle around the room. All children, including babies, engage in the 'wake up, shake up' physical sessions as they dance, join in the actions and move their bodies to music.

Staff use good levels of language, and older children confidently articulate what they know and remember. They recall a story about a caterpillar that turns into a butterfly and prepare different foods, such as carrots, spinach and rocket lettuce, to feed the caterpillars they have been watching grow. Children chop the food and learn how to use a grater to make small pieces of carrot for the caterpillar.

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

- The management team and staff have worked well with the local early years team to meet the actions from the previous inspection. The relatively new staff team, manager and deputy work well together and communicate effectively with each other. Together, they continue to make positive changes to the nursery. Leaders monitor and support staff. They undertake observations of staff so that they can quickly identify where individual practice can be improved.
- Staff provide a wide range of opportunities to help children learn about the wider world. They look at maps to see where their families come from around the world. Children experience a variety of activities that explore traditions and festivities. For example, they listen music in different languages and have traditional dress for role play.
- Staff know the children well. They plan activities that they know will interest children and challenge them appropriately. Overall, teaching is good. Staff use creative and enjoyable ways to support and enrich children's learning. Together, they create a giant beanstalk following the story about a boy and a beanstalk. Children plant beans and potatoes in the garden. When they harvest them, children will eat them, to help them to understand where food comes from.
- Staff create a positive learning environment where children are keen to have a

go at a variety of activities. The nursery rooms are bright, inviting and interesting. When children hear a Mexican song, they know to join in with tidy-up time so that the areas remain safe to play in. However, staff do not always make the most of opportunities that arise during daily routines to enhance all aspects of children's independence. This is because staff complete simple tasks for them, such as putting on their coats and serving meals for older children who are capable of doing these things for themselves.

- Parents speak very highly of the nursery. Due to the COVID-19 pandemic, parents do not enter the nursery but wait at the door. Staff adapt their communication methods accordingly. For example, they use an online system and a daily diary for younger children so that they can inform parents about children's care routines and activities. In addition, parents are encouraged to upload photos of their children at home to share with their key person.
- Children with special educational needs and/or disabilities make good progress at this nursery. Staff work closely with other professionals to ensure that all children receive targeted support. Staff ensure that parents are fully involved in their children's learning and any intervention that takes place. Staff use simple sign language to help children with limited language to communicate in different ways. However, they are not always consistent when interacting with babies during play to extend their communication and language skills, help children to learn new words and extend their vocabulary.
- Leaders are committed to ensuring that children receive healthy and nutritious food at the nursery. This is freshly prepared on site and the cook ensures that ingredients used are low in sugar and salt. Children look forward to having tomatoes or mushrooms on their toast for breakfast.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery has a strong commitment to safeguarding children and families. Leaders and staff are knowledgeable in this area. Leaders ensure that staff receive regular training, and they ask staff questions on the spot to keep their knowledge up to date. Staff take their role seriously and understand their responsibility to keep children safe. Staff confidently discuss a wide range of safeguarding issues, such as children being exposed to extremist views, and they know who to report concerns to. Staff also demonstrate a good understanding of what to do and who to contact if there are concerns about any member of the staff team. They make effective use of risk assessments to ensure that the premises are safe and secure. The manager follows robust recruitment processes, which helps to ensure the suitability of adults working with children.

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

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

- provide children with greater opportunities to be independent by enabling them to do simple tasks themselves
- increase opportunities for younger children to build their vocabulary and develop their language skills so that they benefit from a language-rich environment.

## Setting details

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|--|------------------------------------|
| <b>Unique reference number</b>                     | EY536190                           |
| <b>Local authority</b>                             | Birmingham                         |
| <b>Inspection number</b>                           | 10218111                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years 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>                      | 52                                 |
| <b>Number of children on roll</b>                  | 58                                 |
| <b>Name of registered person</b>                   | Wheeler, Rosie-Mai Estella         |
| <b>Registered person unique reference number</b>   | RP536189                           |
| <b>Telephone number</b>                            | 0121 3730255                       |
| <b>Date of previous inspection</b>                 | 3 December 2021                    |

## Information about this early years setting

Little Nippers Day Nursery registered in 2016. The nursery employs 10 members of childcare staff. Of these, one holds qualified teacher status, six hold qualifications at level 3, and two are unqualified. The nursery is open from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Turner

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager, deputy manager and the inspector had a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector spoke with the management team about the leadership and management of the nursery.
- The inspector spoke to parents and took account their views about the nursery.

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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