

Inspection of Nippers Nursery (Yorkshire) Ltd

Nippers Nursery, Wetherby Road, KNARESBOROUGH, North Yorkshire HG5 8LG

Inspection date: 31 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are excited as they enter this exceptionally well-resourced and vibrant nursery. Children of all ages show the highest levels of confidence and self-esteem as they immediately settle. The eagerness of children wanting their day to begin demonstrates how extremely safe and secure they feel in the nursery.

Children relish the learning opportunities the extensive outdoor area offers. They show determination to succeed and a can-do attitude to their learning as they play. Younger children carefully hold magnifying glasses as they move very slowly across the ground, searching for spiders and other bugs. Older children look for worms. Children show exceptional care and consideration as they gently place the worms onto their hands to watch them move. The intense concentration of children shows their fascination for the natural world and respect for living creatures in the environment.

Babies delight in developing their physical skills. They learn how to manoeuvre their bodies and use large brushes to paint fences. They work out how to balance as they bend down to put water on their brushes. Babies persist with their movements until they become upright and steady, before stretching their arms out to continue their painting. The look of delight on babies' faces at their achievements is a joy to see.

Behaviour is excellent. Children show high levels of respect and consideration for others. They happily welcome other children into their play, sharing resources and explaining what they are doing. Babies sit together, contentedly exploring resources they pass to each other.

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

- Staff confidently discuss where children are in their learning and what they want them to learn next. They plan activities to support children with their future development. For example, staff encourage children to carefully search through rice to find the hidden 'jewels'. They describe how this activity helps to develop children's small-muscle skills and their early mark-making skills.
- The development of children's self-care and independence skills are a key feature of the nursery. For example, staff ensure children know why they need to wash their hands before eating. At mealtimes, children willingly wait their turn to pour their own drinks and serve their own food. Children automatically clear their plates away when they have finished eating.
- Partnership with parents is excellent. Parents are particularly complimentary of the support given by staff throughout the COVID-19 pandemic. They comment on staff's dedication in providing resources and ideas to support their children's

learning at home. This enabled children who missed being in the nursery to quickly settle back in and their development to continue to flourish.

- Staff are creative in the ways in which they encourage children to learn about diversity and other cultures. For example, parents bring food and clothing into the nursery to enable children to join in with celebrating different festivals and cultural events.
- The management team have a clear vision for future developments at the nursery. For example, they have plans in place to continue the ongoing changes to the outdoor area to further support children's development. The management team highly value the staff and involve them in every aspect of the continuous improvement to the nursery.
- Staff talk clearly to children as they play. They use the correct pronunciation and introduce new words to help children extend their vocabulary. For example, as children use play dough, staff talk about the 'crescent' and 'curved' shapes they are cutting. However, staff do not consistently ask questions that encourage children to extend their ideas and to think and problem solve.
- Staff use routines and activities to support children's developing mathematical language. For example, as children play with water, staff talk about containers being 'full, half full' and 'empty'. However, staff are not consistent in encouraging children to use numbers and counting in their play, to extend their learning to a higher level.
- Partnership with local schools is of the utmost importance to the management team and staff. They share information about children's development with their feeder schools. Staff hope, with the lifting of the COVID-19 pandemic restrictions, to restart teachers visiting the nursery. This helps children to be prepared to enter the next phase of their learning.
- Staff are immensely proud to belong to this vibrant nursery. They are passionate about their work. Helping children to flourish and achieve is at the heart of everything the management team and staff do.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from exposure to extremist views. The management team and staff ensure that the premises are secure at all times and any potential hazards to children's safety are identified and minimised. The management team use robust policies and regular training to strengthen all aspects of safeguarding practice and keep staff knowledge up to date. Robust recruitment procedures ensure only those allowed to work with children are employed in the nursery.

What does the setting need to do to improve?

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

- strengthen the already good teaching further by consistently asking children questions in a way that encourages them to further develop their learning
- support staff to develop consistency in using numbers and counting during children's play and routines.

Setting details

Unique reference number	EY399439
Local authority	North Yorkshire
Inspection number	10131601
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	72
Name of registered person	Nippers Nursery (Yorkshire) Ltd
Registered person unique reference number	RP901779
Telephone number	01423865650
Date of previous inspection	5 April 2016

Information about this early years setting

Nippers Nursery (Yorkshire) Ltd registered in 2009. It is located in Knaresborough, North Yorkshire. The nursery opens Monday to Friday, 7.30am to 6pm, all year round, except for bank holidays. The nursery employs 18 members of childcare staff, of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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 provider and has taken that into account in their evaluation of the provider.
- The manager, deputy manager 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 manager and deputy manager.
- The inspector spoke with the management team, staff and children 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 by the inspector.
- 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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