

Inspection of Little Pips Nursery

Lowden Avenue, CHIPPENHAM, Wiltshire SN15 1LH

Inspection date: 9 June 2023

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 arrive at nursery excited for their day. Calm, nurturing and familiar staff welcome them. Knowledgeable staff effectively communicate with parents and help them to feel happy and confident that their child is well supported while in their care. Children enter the nursery environment confidently and quickly engage with others. For example, older children happily talk to staff and friends about their superhero outfits they have chosen to wear as part of dress-up day. Children build meaningful relationships with others.

The management team and staff plan and deliver an ambitious curriculum. They use their knowledge of the children to build on what they already know and what they need to learn to ensure they are ready for their next stage of development. Staff use children's interests to create exciting activities for them. Older babies develop their physical skills when they engage in ice play. They use tools to 'smash' the ice and retrieve superhero figures. Toddlers take turns to blow bubbles. Staff praise their achievements, and toddlers beam with pride when they succeed. Older children create dens with loose parts in the garden. Staff facilitate learning and encourage children to think how they can make their den better.

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

- Staff monitor children's development closely. They use this information to create and deliver a curriculum that puts children at the centre. Staff use their creative teaching styles to engage children in meaningful learning experiences. They create topics centred around the children's interests. For example, children are currently learning about superheroes. This is weaved throughout all areas of learning to engage children. All children make very good progress.
- Children with special educational needs and/or disabilities are very well supported. Staff have extensive knowledge of children's complex needs and know how best to support them. For example, staff use objects of reference and picture cards to support children's understanding of routine activities. They work closely with parents and other professionals to ensure children receive the best possible experiences at nursery and help to close gaps in their development.
- Staff support and develop children's communication and language skills very well. Staff caring for babies and toddlers provide them with a narrative alongside their play. They talk to them about what is next in their routine. They model language well. Staff give older children time to answer questions and participate in conversations. When children take part in an activity linked to a book they are reading, children eagerly share what the title is and what the author does. Children confidently use new vocabulary and share what they have already learned.
- Partnerships with parents are excellent. Parents speak of the high-quality care

their children receive and how all the staff 'cannot do enough' to support their child and family unit. The management team arranges monthly webinars for parents. They invite external professionals to lead these and provide a wide range of information for parents. These include sessions on supporting their children with toileting, speech and language and school readiness. Parents are very well supported.

- Children begin to learn to be independent. Babies use spoons and feed themselves at mealtimes, and staff support them where needed. Toddlers learn to drink from open cups. However, at mealtimes, toddlers are not always provided with the appropriate equipment to enable them to feed themselves successfully. Children revert back to using their hands. Additionally, staff do not always give older children the opportunity to pour their own drinks. Children do not get to practise and develop their independence skills consistently as they move through the nursery.
- Children access their local community. Staff take babies on daily walks around the local area. Children have recently visited the local fire station as part of their 'People who help us' topic. They learn about the role of a firefighter and the equipment they use. Children learn effectively about the world around them.
- The management team highly values their team. They nurture staff well-being and are extremely supportive of any home life circumstances. Staff benefit from regular staff meetings and training to help them fulfil their roles successfully. They all have the opportunity to attend regular social events as a whole group to promote teamwork. Staff morale is high and has a positive impact on children.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures there are robust procedures in place when recruiting staff to ensure the suitability of those working with children. Staff speak confidently about how they would address any safeguarding concerns relating to children. They are aware of the signs and symptoms that may be indicators a child's welfare is at risk. Staff know the procedures to follow should they need to escalate any concerns about a child's welfare or staff members' conduct to outside agencies. The management team and their staff provide a safe and secure environment for children to play and learn.

What does the setting need to do to improve?

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

- help toddlers and older children to develop and practise their independence skills more consistently, especially at mealtimes.

Setting details

Unique reference number	EY332429
Local authority	Wiltshire
Inspection number	10286530
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	62
Number of children on roll	112
Name of registered person	Little Pips Nursery Limited
Registered person unique reference number	RP900878
Telephone number	01249 444 371
Date of previous inspection	16 May 2019

Information about this early years setting

Little Pips Nursery registered in 2006. The nursery employs 21 members of childcare staff. Of these, two hold qualified teacher status, one holds a level 5 qualification, one holds a level 4, eight hold a level 3, two hold a level 2 and seven are working towards a relevant childcare qualification. The nursery opens from Monday to Friday, all year round. 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

Sarah-Louise Clements

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 setting.
- The management team joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The management team showed the inspector documentation to demonstrate the suitability of staff.

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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