

# Inspection of Little Nippers Preschool

Python Hill Primary School, Kirklington Road, MANSFIELD, Nottinghamshire NG21 0JZ

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Inspection date: 30 June 2023

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

Staff ensure the pre-school is safe and secure. However, the leadership and management team has not provided Ofsted with all the necessary information about new committee members to enable them to complete the required suitability checks. Nevertheless, staff greet children warmly as they enter the pre-school. This helps children to settle quickly and select an activity of their choosing. Children develop high levels of concentration during planned group times and activities. Staff praise children when they are considerate to friends and help children learn how to share resources. Staff encourage children as they say 'good thinking' as children use their problem-solving skills to answer questions.

Children listen intently to staff instructions as they explore musical instruments. Staff encourage them to use their listening skills as they play a selection of instruments. Children are encouraged to tap out a steady beat in time to the music and dance rhythmically to songs. Children twirl scarves and smile with delight as they harmoniously play and dance with their friends. Children explore the inviting garden. Staff support children to balance and move their bodies as they cross an obstacle course and use stilts to walk across the grass. Children develop their small hand muscles as they delve into the sand and fill containers. They develop these muscles further as staff help them to balance bricks and build towers.

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

- The leadership and management team has not shared all the required information with Ofsted about new committee members. Therefore, Ofsted has not been able to complete suitability checks to ensure these committee members are suitable for their roles. However, this does not have a significant impact on the children, as these members do not have direct, unsupervised contact with them.
- The manager and her staff have developed a programme of learning for the children that is ambitious and relevant. This helps to prepare children for the next stage of their education. For example, staff support children to build their independence skills. They encourage children to select their own snacks and independently pour their drinks.
- The experienced and passionate manager ensures that she supports staff through regular supervision and one-to-one sessions. She monitors staff practice effectively and helps them improve on any weaknesses. Staff are encouraged to reflect on their practice and build their knowledge and skills. Staff speak about the positive and supportive working environment. They comment that they feel supported by the manager and are happy in their roles.
- Staff generally support children's communication and language well. They read stories and sing songs with the children to help them develop new vocabulary.

However, staff do not always correct children's pronunciation or use of words. This means that children do not always hear or use correct vocabulary.

- Staff help children build on their previous experiences, as they take them on outings to explore the local community. Children learn to buy fruit from the local market stall and visit a local residential home. This helps children to learn more about others and builds their confidence and social skills.
- Staff support and praise children's positive behaviour. Children learn to listen to instructions and are respectful to the familiar and warm staff. They thrive as they follow daily routines. For example, children fetch a mat and sit down for group time. As staff blow a whistle, they line up to go inside. Children hold up a sign to indicate they need help with their lunch.
- Parents and grandparents speak warmly of the 'joyous and welcoming' setting. They receive daily feedback on their children's progress and compliment the staff for the support they provide. Parents state staff help them with any concerns regarding their child's development.
- Children with special educational needs and/or disabilities (SEND) receive high levels of support. The special educational needs coordinator has a deep understanding of each child's individual needs. Staff work effectively with other professionals to ensure children get swift outside support when needed. This means children with SEND are progressing well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff are confident in their knowledge of how to safeguard children. They understand the signs and symptoms which indicate a child is being abused. Staff receive a thorough induction when they commence employment at the pre-school. They regularly attend training courses and staff meetings that inform them of any changes to local safeguarding concerns. The staff understand how to escalate and report child protection concerns, including how to manage allegations against another member of staff.

## **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 consistently use and model words correctly to develop children's language skills.

## Setting details

<b>Unique reference number</b>	EY335257
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10289066
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Little Nippers Preschool Committee
<b>Registered person unique reference number</b>	RP911093
<b>Telephone number</b>	01623 464652
<b>Date of previous inspection</b>	10 November 2017

## Information about this early years setting

Little Nippers Preschool registered in 2006 and is situated in the village of Rainworth, Nottinghamshire. The pre-school employs 12 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3, and two at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 7.30am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Stephanie North

## Inspection activities

- This was the first routine inspection the pre-school 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.
- Parents and grandparents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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