

Inspection of Nippers Children's Day Nursery Ltd

Lune Park Childrens Centre, Ryelands Park, Owen Road, LANCASTER LA1 2LN

Inspection date: 9 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are eager to start their day as they arrive at this warm and welcoming nursery. They settle quickly and chat happily to their friends and staff. The key-person system is highly effective, and staff know children well. Hygiene routines are carried out sensitively and with respect. Staff have high expectations and are excellent role models. They teach children how to share and take turns. Staff are swift to intervene when children need support to manage their feelings and behaviour. They offer lots of encouragement and praise children's efforts. This helps to build children's confidence, self-esteem and resilience.

Children demonstrate positive dispositions to learning as they explore the thoughtfully planned and engaging indoor environment with enthusiasm. Older children sustain their concentration for a considerable time when playing a sound lotto game. Younger children seek help and reassurance from staff as they excitedly print with vegetables and paint. Outside, staff have carefully considered all children's needs when organising the space. They challenge children to move in different ways and to overcome obstacles. Older children learn how to manage risk safely as they jump off small platforms. They comment on how exercise makes their hearts beat faster and changes their breathing.

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

- Children's well-being is at the heart of leaders' decision-making. The highly qualified manager seeks advice from external professionals and acts on this to enrich the provision. The experienced and knowledgeable staff team shares the same vision for continuous improvement. Staff say they feel well supported by leaders. They attend training, such as basic sign language, to further enhance their skills, and this has a positive impact on practice.
- The recently reviewed curriculum is well sequenced and covers all aspects of learning. Leaders are striving to embed this throughout the nursery. Activities are matched to children's abilities and build on their interests. Accurate assessment enables staff to monitor progress and to identify any gaps in learning. These are swiftly addressed so that all children are well prepared for the next phase of their education.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Leaders work closely with the local authority to ensure children get the help they need. Additional funding is used well to maximise children's progress. Staff signpost parents to relevant services to help them access advice. This helps to ensure that all children make the progress of which they are capable.
- Generally, the highly skilled staff team promotes children's independence in learning well. For example, staff encourage older children to develop their

problem-solving skills when constructing with cardboard boxes. However, staff do not consistently encourage children to develop independence in managing their own self-care. For instance, they do not always give children the opportunity to try and put on their coats or to wipe their own noses.

- Physical development is supported well. Younger children use different sized tools to scoop rice into pots. Older children make marks in coloured sand with chopsticks, attempting to copy the first letter of their name. This helps to develop their fine motor skills. Outside, opportunities to run, jump and balance enable all children to develop their gross motor skills.
- Interactions between staff and children are warm and responsive. Staff take the time to talk to children about their experiences outside of the nursery. This helps children to feel valued and develops their conversational skills. However, at times, staff ask children lots of questions and these are not always matched well to children's understanding. This does not help to develop their language skills effectively.
- Stories and rhymes feature prominently in daily routines. Staff read stories repeatedly so that children become immersed in storylines. Children join in with familiar phrases and enjoy using puppets to act out scenes. Older children use dramatic voices for different characters as they play cooperatively with the resources staff provide for them. This helps to promote a love of reading.
- Staff provide opportunities for children to learn about the wider world. They take children for picnics in the adjacent woodlands so that they can experience their local area. Children learn about different festivals and celebrations as staff provide food and resources for them to explore. This helps children to develop respect for others.
- Parents speak very highly of the nursery and say that the staff team are amazing. They value the time that staff take to share information with them, especially those who have children with SEND. Parents are very happy with their children's progress and enjoy the activities that staff suggest to help them to support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 provide more opportunities for children to develop their growing independence
- enhance staff's questioning techniques so that they better support children's

communication and language development.

Setting details

Unique reference number	EY320829
Local authority	Lancashire
Inspection number	10305372
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	2 to 4
Total number of places	36
Number of children on roll	68
Name of registered person	Nippers Children's Day Nursery Limited
Registered person unique reference number	RP902407
Telephone number	01524 844441
Date of previous inspection	20 February 2018

Information about this early years setting

Nippers Children's Day Nursery Ltd registered in 2006. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including the manager who holds early years professional status. The nursery opens from Monday to Friday, 38 weeks of the year. Sessions are from 8am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Thorpe

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 manager and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the nursery with the inspector.

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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