

Inspection of Nanny McFiFi's childcare

Pilsley Village Sports Association, Rupert Street, Lower Pilsley, Chesterfield,
Derbyshire S45 8DB

Inspection date: 12 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming nursery. Staff place a strong emphasis on encouraging children's independence skills. Therefore, children play an active part in the daily routine. Staff encourage children to pour their drinks, put leftovers in the bin and clear away their plates, cups and cutlery. When getting ready for outdoor play, even the youngest children are keen to put their coats and boots on. Children confidently ask for support if needed, and staff suggest ideas that may help. This helps to motivate children to persevere and successfully fasten the zip on their coat. Staff help children to play safely. For instance, when children chase their friends, staff gently remind them that they may slip and hurt themselves.

Staff provide a range of adult-led activities to help children develop their early mathematical skills. For example, children listen as staff read a story about a multi-coloured patchwork elephant. Staff extend this activity by asking children to find items to match the colours on the elephant's patchwork. Children busy themselves, carefully considering each item to ensure that they have found the correct colour. Staff provide focused activities to support pre-school children's counting skills. Children are supported to count the number of toy dinosaurs to match the numbered beanbags. Staff recognise children's different abilities and pose questions to encourage them to subtract or add dinosaurs to achieve the correct number.

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

- Leaders and managers have taken a positive approach to addressing the weaknesses raised at the previous inspection. They ensure that information relating to staff suitability and vetting processes is fully recorded and accessible. In addition, managers have worked with staff to develop and plan an appropriate curriculum for babies. Activities now support babies to make good progress with their development.
- Staff provide opportunities for children to develop their small-muscle skills. They plan activities to help children practise the skills needed for early writing. For example, children are encouraged to peel fruit and remove the lids from yoghurt pots. As children explore a water play activity, they decide they want to make 'rice soup'. Staff provide bowls and cups for children to scoop up the rice and pour it into the water tray. Children squeal with delight as they work with their friends to stir the mixture.
- Staff provide healthy snacks and fresh drinking water for children. In addition, they share information with parents regarding healthy packed lunches and good dental hygiene. Handwashing is an established part of the routine, and children readily wash their hands after using the toilet and before eating.
- Staff plan a variety of activities to support children's interests and build on their

knowledge and skills. However, staff do not always consider how they use space when planning activities to support children's learning. This does not help staff to deliver the learning intentions of the activity. For example, outdoors, staff set out too many resources, and children have limited space to climb, slide and balance.

- Children use their imagination as they work together to make a 'dog kennel' out of yoga mats. They pretend to be toy animals and use different voices as they chat back and forth with each other. Children show genuine interest as staff talk to them about how to care for animals and what they eat. When children imagine the kennel has become a bus, staff help them to consider how they can make the bus move. Children pretend to build the bus and fill it with imaginary fuel. This helps to support children's creativity and conversational skills.
- Staff are good role models and encourage children to share resources and use good manners. Children readily help staff to tidy away and politely ask to use the toilet. However, staff do not always help children to understand what they expect of them. For example, some children get distracted and leave in the middle of group activities, such as mealtimes and song time. Staff encourage some children to rejoin the activities, while others are allowed to go and play. Therefore, children are confused about what they should and should not do.

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:

- plan outdoor activities, including the environment, to support children's learning and engagement
- develop and implement consistent behaviour management strategies which build on children's understanding of behaviour expectations.

Setting details

Unique reference number	2634041
Local authority	Derbyshire
Inspection number	10306905
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 8
Total number of places	20
Number of children on roll	25
Name of registered person	Boot, Fiona Marie
Registered person unique reference number	2529592
Telephone number	07966302660
Date of previous inspection	20 July 2023

Information about this early years setting

Nanny McFiFi's childcare registered in March 2021 and is based in Lower Pilsley, Chesterfield. It is open from Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am to 6pm. The nursery employs five members of childcare staff. Of these, three hold 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

Susan Hyatt

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the 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 spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during outdoor play.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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