

# Little Nippers Childcare

Mudge Way, Plympton, Plymouth, Devon, PL7 2AQ

## Inspection date

Previous inspection date

23/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff interact well with the children to support their learning and development.
- Children are supervised well to help keep them safe and promote their well-being.
- Children have a broad range of resources and well planned activities to support their learning and development.
- The setting has a good partnership with parents keeping them very well informed on the progress their child is making. This enables parents to be fully involved in their child's learning and development.

### It is not yet outstanding because

- Children are not always encouraged to use tools independently, such as writing their own name on their work, or using scissors during craft activities.
- The outside play areas is not yet fully developed to provide children with a wider range of opportunities to explore, and investigate.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and the outside play areas.
- The inspector held meetings with the proprietor and undertook a joint observation.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of staff suitability, safeguarding information, and sampled policies and procedures.
- The inspector held discussions with the staff.

## Inspector

Sally Hall

## Full Report

### Information about the setting

Little Nippers Childcare Ltd is a company run group. It registered in 2012 and operates from a detached house in Mudge Way, in Plympton, near Plymouth. An enclosed garden area is used for outdoor play activities. The nursery is open each weekday from 7am until 6pm all year round. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 19 members of childcare staff; all have a childcare qualification. Some members of staff have Early Years Professional Status. There are currently 74 children on roll in the early years age group. The setting receives nursery education funding for two- three- and four-year-old children. The setting supports children with English as an additional language and children with special needs and/or disabilities.

### What the setting needs to do to improve further

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

- develop the outside play areas to increase the learning opportunities for children to explore and investigate and have more messy activities.
- encourage children to use tools independently at craft activities and support more able children to attempt to write their own name on their work.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are happy, safe and secure in the setting. They are familiar with the routines and are well supported by the staff who are clear about their roles and responsibilities. Children have a key person who supports them well to make progress in their learning and development. They have recently effectively reviewed their systems for completing their observations and assessments on the children. They are using them to support children's individual interests and the planning for future learning. They have systems in place to evaluate their practice to ensure that every area of learning is covered and to monitor the progress the children are making. This ensures that every child is supported to make progress in all areas of their learning. Information about children's progress is shared with parents to enable them to be fully involved in their child's learning and development. This also helps parents to support their child's learning at home.

The older children have self-register on arrival to help them to recognise their own names.

Children are keen to learn and concentrate well at their chosen tasks. They take great pride in their finished product putting it safely to dry or in their drawer to take home. They are delighted to show their work to their parents on collection. Children enjoy well planned activities and are well supported by staff who give children time to complete their chosen task to their own satisfaction. However; the more able children are not always encouraged to use scissors independently or to try to write their own names on their work. Children are confident to say what they would like to do and staff listen and will adapt planned activities to support children's individual interests and their requests. Children are confident to introduce themselves and are skilful communicators. They are keen to share their home news and recall recent events.

Children enjoy planting seeds and watching them grow comparing the size of the different plants. Children show interest in nature such as watching the tadpoles and talking about what will happen as they grow. Children learn problem solving making puzzles and train tracks and learn to share and take turns as they play. They enjoy water play and blowing bubbles seeing how big a bubble they can blow. Saying 'that is amazing' as they manage to blow a bigger bubble than a friend. Children have outings and visitors to the setting. Photographs are taken to be able to share with parents. Children learn about their local community and celebrate festivals throughout the year.

Children learn to keep themselves and each other safe as they play. For example, they know not to run indoors. Children are learning the concepts of sharing and taking turns and to be thoughtful and kind to each other as they play. They are learning self-care skills and confidently ask questions. These are all good skills to support them when they eventually move on to school.

### **The contribution of the early years provision to the well-being of children**

There are good systems in place to support babies and toddlers to develop in a safe and caring environment supported by positive role models. Younger children's individual routines are supported to provide consistency with their home routines. The staff liaises with parents and respects their wishes. For example, children's sleeping routines are maintained. Secure systems are in place to support children's individual dietary routines and any medical needs. The younger children enjoy exploring with sensory toys and develop an awareness of numbers and names through action songs. They show interest in books as they listen to stories.

Children behave very well and listen and respond appropriately to instructions such as at tidy up time. Children have healthy meals provided and individual dietary needs are catered for well. Meal times are organised well to be an enjoyable time for children and to promote good social skills. Staff organise themselves effectively so someone is always available to provide support for children. Children have physical play outside each day. The outside play areas is not fully developed to allow children to explore, investigate and to have more opportunities for messy play. At present the children do not have free-flow play to the outside play areas. The new proprietor has made significant changes in the nursery and has reviewed the safety of the outside play areas and taken appropriate

measures to ensure that children are as safe as possible as they play.

Children are prepared well for the transition as they progress and move rooms through the nursery. They have introduction visits to the new room, to help them make new friends and get to know their new key person. The children's learning journals and assessments transfer with the children and parents are kept well informed when their child is due to transfer to the next room.

### **The effectiveness of the leadership and management of the early years provision**

Staff have a proactive approach to promoting children's safety and security at the setting. Risk assessments are completed and daily checks of all areas used are conducted by the staff to minimise any hazards to the children. Close circuit television is in use in all areas used by the children, which also supports their safety. Fire drills are regularly practiced with the children so they are clear about what to do in an emergency. Children are supervised very well at all times. The staff have completed safeguarding training and are clear about what to do in the event of a child protection concern. Children's safety and well-being is promoted very well.

The nursery has good recruitment and induction procedures in place to ensure that new staff and trainees are clear of their roles and responsibilities. They are well supported by the manager and the proprietor and have regular supervision. This is used to support staff development and to identify any training required. The staff undertakes external and in-house training to ensure they keep up-to-date in changes in legislation and required training such as first aid training.

They have a good partnership with parents keeping them well informed each day of how their child has been and what they have been doing. Children's progress and their child's learning journals are shared with parents. These include assessments showing the progress the children are making and their planned next steps to support them to make progress. Parents have monthly newsletters, which include planned activities and any changes and improvements occurring in the nursery. There are informative notice boards throughout the nursery with useful information that includes the areas of learning and what the children have been doing each day. Parents see the nursery policies and procedures when they register their child and required documentation is completed. This ensures the setting have all the required information and parental consents in place. The staff have regular conversations with parents to ensure that all children's individual needs are met and that the children have the support they require. For example, children with English as additional language and children with special needs, in order to provide fully inclusive provision. The nursery has good links with outside agencies to seek support for individual children, and staff use Makaton with the children to support their communication. The management and staff reflect on their practice through their own self-evaluation and have identified areas to develop the nursery further to enhance the learning environment for children.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY454562
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	889366
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Little Nippers Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01752348088

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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