

# Nippers Day Nursery Ltd

Nippers Nursery, 74 Lancaster Road, CARNFORTH, Lancashire, LA5 9LE



## Inspection date

18 October 2016

Previous inspection date

2 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers are very committed to providing children with good quality care and education. The manager is highly skilled and qualified. Her passion and dedication have helped to create a strong, cohesive staff team. Performance management and supervision sessions are robust and clearly inform staff of their strengths and areas where they could improve further.
- Excellent partnerships with other professionals and agencies contribute to highly effective support for those children who have special educational needs. Children receive targeted intervention that helps them make good progress in their learning and development.
- Staff effectively observe children at play. Assessments show clearly the progress children are making. Staff successfully plan activities that meet children's individual needs and interests. Children are self-motivated and demonstrate an eagerness to learn.
- Highly effective strategies are in place to help children manage their emotions, feelings and behaviour. Staff are good role models and provide clear and consistent explanations and gentle reminders of expectations. Children behave very well and play together cooperatively.

### It is not yet outstanding because:

- On occasions, during adult-led activities with older children, staff do not utilise opportunities to embrace and extend children's innate curiosity of materials and objects.
- Although parents are fully informed and have opportunities to share learning experiences between home and the nursery, strategies to involve them further in helping to evaluate policy and practice within the nursery are not fully embedded.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to experiment and explore materials and objects, particularly during adult-led activities, to promote even higher levels of engagement and extend their learning
- enhance the self-evaluation process to include the views of parents more regularly and help improve policy and practice.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Janice Caryl

## Inspection findings

### Effectiveness of the leadership and management is good

Leadership is strong and very effective. Managers and staff have a detailed knowledge of the safeguarding procedures to follow should they have any concerns. Procedures are in place to help maintain children's safety at all times. Staff thoroughly assess all aspects of the care and learning environment to minimise all risks. The manager reviews children's assessments regularly and has very robust monitoring systems in place. This includes checking the progress of individual and groups of children and those in receipt of additional funding. This effectively helps leaders and managers target where the most support is needed to improve outcomes for all children. Staff training takes high priority and good opportunities to share best practice lead to improvement in skills and knowledge.

### Quality of teaching, learning and assessment is good

Children enthusiastically join in with activities that staff plan for them. Babies have space to crawl and toddle. Staff effectively support them to develop their physical skills, holding younger babies' hands as they pull themselves up. Staff encourage older babies to be creative using natural materials during a painting activity. Staff follow their lead in play, for example, when babies begin to paint their hands and arms. Children laugh and point as staff draw their attention to paint on their face. Staff enhance areas of play and keep children motivated. They encourage children to solve their own problems, such as when making ramps using wooden planks in the outdoor area. Children in pre-school develop their small-muscle skills and early writing skills, such as when using fine sand. Staff use vegetables, such as pumpkins and potatoes, to effectively teach children to count and calculate.

### Personal development, behaviour and welfare are good

The environment is safe, stimulating and inviting. Resources are planned well to enable children to help themselves and make independent choices throughout the day. Babies and young children develop a strong sense of security and attachments are strong. Pre-school children demonstrate that they are confident and move around the nursery at ease. Children learn to adopt healthy lifestyles. Staff provide healthy snacks and drinks and talk to children about making sensible food choices. Children enjoy playing outside, where they benefit from the fresh air and exercise opportunities. Staff support children exceptionally well in changes to routine and their moves through the nursery and on to school. Children are able to communicate with each other between all of the rooms, successfully supported by their key person.

### Outcomes for children are good

Children are inquisitive and motivated learners. Children make good progress in their learning and development. This includes those children in receipt of additional funding and children who have special educational needs. Children learn a range of skills for their move to school. For example, they learn to concentrate, listen at group time and to follow instructions and routines. They become independent and show pleasure in their achievements, for example, when wearing the helper of the day sash.

## Setting details

<b>Unique reference number</b>	309733
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1059528
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Nippers Children's Day Nursery Limited
<b>Registered person unique reference number</b>	RP902407
<b>Date of previous inspection</b>	2 November 2012
<b>Telephone number</b>	01524 844441

Nippers Day Nursery Ltd was registered in 1998. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and 4, including the manager who holds early years professional status. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs.

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