

Inspection of Nippertime Preschool Limited

Scout Hall, Mint Walk, Warlingham, Surrey CR6 9SA

Inspection date: 21 March 2024

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| 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 arrive happily and are greeted at the door by the manager. They quickly settle into their morning activities, which have been carefully planned to meet their needs. The kind and nurturing staff welcome the children and talk to them about their morning. Children have a well-established routine, which allows them to feel settled and familiar with the structure of their day. They behave very well and have lovely relationships with their friends and staff.

The manager and staff are passionate about providing an exciting and an ambitious curriculum. Children use scissors and play dough to develop their strength in their hands to enable them to use pencils to colour and write. They have different areas, both indoors and outdoors, to explore different areas of learning. For example, children have a role-play corner to play imaginatively and a reading area to share stories in small groups. Staff understand the importance of their role in supporting children's language development. They consistently model how to pronounce new words by using them in sentences. Children learn through songs and rhymes at different points throughout the day. For example, children enjoy singing the 'Five Currant Buns' song to learn about taking away by using real objects from a song sack.

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

- Staff plan children's next steps in their learning through observations and playing with the children. Children take part in small groups to learn new skills. For instance, a group of children learns about counting objects and colours by listening to a staff member and counting coloured cubes. This allows them to watch how the staff member counts carefully and have a try themselves.
- The manager understands the importance of making sure children are ready for their next stage of education. Staff ensure the youngest children settle in well and develop their confidence at the pre-school. The oldest children are well prepared for starting school by developing their independence and completing small tasks for themselves. Children are also taught to recognise their name and how to write the letters that spell it. The manager liaises well with the schools in the local area to ensure that they understand each child individually.
- Parents feel very happy with the care their children receive. They appreciate the caring and gentle approach staff members have and the experience they have in working with children. The leader and manager welcome parents' suggestions and take on board any feedback. The staff send out termly newsletters and regular updates to parents with the topics and activities children will be taking part in.
- Staff plan exciting activities for children to take part in, such as watching experiments and thinking about what will happen next. However, at times, they

do not give children the opportunity to practise the skills they learn during planned activities when they are playing freely, to build further on their learning.

- Children's listening and attention are very good and have been taught and developed over time. Staff understand how to capture children's interests and deliver age-appropriate stories and songs that children can take part in. Children take part in group activities with children of their own age and stage of learning. For example, after morning activities, children sing songs to welcome each other in two different groups. This allows the older children to practise their counting skills and count how many children are present.
- The staff understand how children develop physically. Children explore different ways of moving and balancing, both indoors and outdoors. Staff support children to crawl, walk and jump using different equipment and at different levels. For instance, children enjoy stepping across wooden equipment and exploring different ways of balancing. Staff support the younger children by gently encouraging them to move slowly and the older children by adding challenges.
- Children with English as an additional language have the opportunity to use both their languages, and other children enjoy hearing and learning new words. The manager uses the calendar to teach children about celebrations around the world and learn about other cultures.

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 extend opportunities for children to independently practise skills they have learned from planned activities.

Setting details

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| Unique reference number | EY270799 |
| Local authority | Surrey |
| Inspection number | 10317249 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 32 |
| Number of children on roll | 31 |
| Name of registered person | Nippertime Preschool Limited |
| Registered person unique reference number | RP521700 |
| Telephone number | 07903 361054 |
| Date of previous inspection | 10 May 2018 |

Information about this early years setting

Nippertime Preschool Limited registered in 2003. It operates from a scout hall based in Warlingham, Surrey. The pre-school is open Monday to Friday, from 9.15am to 2.30pm, during school term time. There are seven staff, all of whom hold an appropriate early years qualification at level 2, level 3 or level 4. The pre-school offers funded places for children aged two years and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jade Mellin

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 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 their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.

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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