

Nic Nac Pre-School Ltd

St. Nicolas C of E Primary School, Windermere Avenue, NUNEATON, Warwickshire, CV11 6HJ

Inspection date	10/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children have a wonderful time in this fun-filled and well-resourced learning environment. They enthusiastically participate in lots of innovative and expertly planned experiences that provide them with an excellent foundation on which to build their future learning.
- Children are extremely self-assured and enjoy coming to the preschool. This is because key persons build very strong and supportive relationships with the children. Furthermore, staff maintain regular and effective communication with children's families and any others involved in their care and education.
- Leadership and management are inspirational. The manager ensures that all staff provide consistently high quality teaching and learning for all children. Highly effective self-evaluation and the pursuit of excellence mean that areas for improvement are quickly identified and acted on immediately.
- Staff treat children as individuals, actively listen to what they have to say and promptly acknowledge their efforts and achievement. Consequently, children show very high levels of independence, confidence and self-esteem.

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.

Inspection activities

- The inspected conducted a tour of the premises.
- The inspector spoke with management and staff at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspection conducted a joint observation with the manager of children engaged in outdoor play.
- The inspector looked at children's assessment records, some planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and viewed the provider's self-evaluation form.
- The inspector took into account the views of parents gathered through discussion during the inspection and from written questionnaires sent out by the nursery.

Inspector

Carol Johnson

Full report

Information about the setting

Nic Nac Pre-School Ltd was re-registered in 2013 on the Early Years Register when it became a limited company. It operates from a demountable building in the grounds of St Nicolas Church of England Primary School in Nuneaton, Warwickshire. Children have access to an enclosed outdoor play area. The pre-school serves children and families from the local and surrounding areas. There are currently 59 children on roll who are within the early years age range.

The pre-school is open Monday to Friday during school the school term. Morning sessions are from 9am to 12pm and afternoon sessions are from 12.30pm to 3.30pm. Children attend for a variety of the sessions. The pre-school provides funded early education for children aged two, three and four years. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are six members of staff who work directly with the children. Of whom, three hold appropriate early years qualifications at level 3 and two at level 2 and one member of staff currently studying towards her level 3. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- consider extending partnership working arrangements to enhance outcomes for children even further, for example, by creating more opportunities for staff to visit other early years provision so they can share examples of best practice and learn from other professionals.

Inspection judgements

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

Children thrive in this highly stimulating and attractive learning environment. They have lots of fun and the sounds of extremely happy, confident and contented children reverberate, both indoors and outdoors. Children make excellent progress because all staff members know them really well and the teaching and learning within this provision is exceptional. Staff frequently observe children and highly effective systems are used to assess children's progress and plan for the next steps in their learning. Parents and others involved in children's care and education regularly share what they know about individual children. This helps staff to establish children's starting points, individual needs and preferences and provide consistency of care. Staff understand how children learn and develop and effectively encourage active parental involvement in children's learning. For instance, the regular use of 'Nic' and 'Nac', the pre-school bears creates a physical and emotional connection between the pre-school and home. Children are invited to take

home one of the bears, and children and their parents are invited to record the bear's exploits while in their care; this is done through drawings, photographs and written accounts. When the bear is returned to pre-school this information is enthusiastically shared with all the staff and children and displayed for all to see. Consequently, children's communication, language and literacy skills are fostered and parent participation successfully encouraged. Staff have very high self-expectations and work extremely hard to promote all areas of learning to an exceptionally high standard. Experiences provided for the children are innovative, exciting and thoughtfully planned and presented; they clearly reflect children's individual needs, interests and preferences. Staff show considerable skill and patience and successfully inspire children's imagination and sense of exploration. Consequently, children are very keen to participate in experiences and extremely well prepared for future life.

Children benefit from highly positive and effective interactions that support their growing independence and confidence. Staff get down to the children's level when talking and skilfully use body language and gestures to enhance communication. This is especially effective with children who speak English as an additional language and those that may have communication and language difficulties. The learning environment is extremely vibrant and actively encourages purposeful learning, including number and word recognition. For instance, the pre-school role play area is currently set up as a home and children write down messages on a pad near the phone, check the time on the clock and look at a selection of magazines. Consequently, they successfully learn to read and write for a purpose and develop language and literacy skills. Furthermore, staff routinely model language and provide an abundance of opportunities for children to talk for a wide range of purposes. Children readily join in with conversations during group times and staff invite children to talk about things that interest them and to recall past events. Staff adeptly add expression to their voices while reading books and encourage children to experiment with sounds and words as they sing familiar songs. As a result, children quickly learn to speak, listen, respond to simple instructions and take turns in conversation.

Children's balance, coordination and all-round physical skills are developing very well. They confidently ride wheeled toys with a sense of purpose and easily adjust their speed and sense of direction. Children strengthen their various muscles as they throw and kick balls and they learn to climb safely as they use large play equipment. In addition, staff carefully consider and provide innovative ways that help children develop the muscles and coordination necessary to gain good pencil control; one of the many skills that will prepare them for school. For instance, they provide children with tweezers and encourage them to use these to pick up small items. Also, a wide range of mark-making materials are always easily accessible to children. As a result, some of the children competently write recognisable letters. Lots of examples of children's writing are evident in the displays around the pre-school and in books produced by staff and children. By displaying and using examples of children's writing staff raise children's self-esteem and inspire them to write even more. Staff also display some of children's artwork alongside lots of useful information about the ways in which children learn. These attractive displays inform parents and greatly enhance the pre-school environment.

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

A well-established key person system contributes greatly to children's sense of security and emotional well-being. Children receive exceptionally warm and responsive care and as a result, they feel valued and settle quickly. Two-year-old children have a separate room where they can play with resources carefully chosen to meet their specific needs. This room enables staff to engage the younger children in a separate, safe and supportive atmosphere. Older children sensitively understand that this room is not for them and allow the younger ones to play in this area undisturbed. Children show by their words and actions that they are confident and at ease in their surroundings. They enter the pre-school full of enthusiasm at the start of sessions and quickly settle into play. Sensitive staff support helps children form successful relationships with adults and their peers. Small and large group activities are carefully planned and provided and through these children learn to share and take turns in their play. Children's good behaviour is successfully encouraged through praise, role modelling and positive body language. Staff provide children with the language they need to negotiate with others and assist them with managing their feelings and behaviour. Routines are organised well to ensure minimum disruption to the flow of sessions and effectively support children's needs rather than being convenient for the staff. For instance, staff tell children when snack has been prepared and then children choose when they wish to have it. When children decide they want their snack they wash their hands, place their name card in a basket and select a cup and plate from the snack trolley. They then sit at the table and select what they would like to eat and drink from the healthy choices provided. Children understand that they must sit while eating and need to leave enough food for others. Furthermore, they promptly clear away their cup, plate and any waste after they have finished. This snack system means that children's play is not interrupted unnecessarily and contributes greatly to children's independence and sense of responsibility.

Staff effectively support new children or those moving on to other early years provision or school; they make these occasions positive experiences for all concerned, full of excitement and anticipation, rather than uncertainty and anxiety. Children new to the pre-school come for visits before they start and these provide them with reassurance as they are gradually introduced to the people, routines and environment. Staff talk to children due to move onto school about what they think will happen and the experiences that will be offered to them. Children are encouraged to see these moves as an exciting opportunity to develop new relationships and participate in a range of experiences. Staff work with parents to help children gain many of the skills they will need for the move to school, for example, in relation to toileting and independence. Staff readily share their vast wealth of knowledge gained through training, motherhood and childcare experience. Comprehensive written policies, shared with parents, successfully support the safe and efficient management of the pre-school and children's welfare.

Children's health and safety are protected to an outstanding level. Staff regularly talk to children about healthy food choices and provide a wealth of opportunities for them to experience fresh air and physical exercise. All areas of the premises are extremely safe and secure and hygiene is maintained to a very high standard. Children show an excellent understanding of safe practices. Staff frequently talk to children about risks and dangers and how these can be minimised or avoided. For example, they tell children what might happen if they run down the pre-school steps and advise them to hold the handrail.

Children listen to what staff say and safe practices are evident in their everyday play and routines. Regular fire drills mean that staff and children know what is expected of them in the event of a need to evacuate the premises. Furthermore, road safety is regularly reinforced and practiced on outings, and visits from community police officers help to raise children's general safety awareness. One of the other ways that staff use to promote health and safety awareness is through role play. Children use their imagination and recreate familiar experiences as they dress up as doctors, nurses and police officers. In addition, a recent paediatric first aid course arranged for parents was well attended and means that they are better equipped to protect their children in the event of sickness or an emergency situation.

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

Leadership and management at this pre-school is excellent. Nic-Nac Pre-school re-registered with Ofsted in 2013, when it became a limited company. Three of the existing pre-school staff also became directors of the company, and one of these took on the role of manager. Since the formation of the company, there have been lots of improvements made to the premises and the way the pre-school is monitored and run. Additional resources have been purchased and the manager has actively sought advice and support from the local authority. Staff demonstrate professionalism and have worked extremely hard to maintain the outstanding level of care and education demonstrated at the pre-school's last Ofsted inspection in 2011. Staff have an infectious and dynamic sense of ambition and this desire for quality permeates every aspect of staff practice. Children's safety is afforded a very high priority and they are extremely well protected. Staff are highly vigilant in identifying hazards and take meticulous care to reduce the risk of accident and injury to children. All staff fully understand their roles and responsibilities, with regard to child protection and implement rigorous safeguarding procedures. The pre-school's safeguarding policy contains all required information and safeguarding is placed high on the agenda at all staff meetings. Furthermore, clear guidance about child protection procedures and contact details for children's social services are prominently displayed in the main foyer. This means that adults have easily accessible information to refer to should they have child protection concerns. All required documentation is in place and it is meticulously maintained. Recruitment and vetting procedures are rigorous and ensure that all staff are suitable to work with children.

Staff benefit from an effectively targeted programme of professional development. All staff receive regular appraisals and their training needs and desires are carefully assessed and suitable opportunities identified. Staff meetings are frequent and a strong emphasis is placed on effective two-way communication between management and the staff team. Consequently, knowledge, policy and research is effectively shared and used very well to enhance performance and make improvements. Staff are very keen to implement new ideas, especially those inspired through training and networking with other professionals. For example, staff describe how attendance at a training course, aimed at improving the quality of care for two-year-old children, inspired them to build a 'mud kitchen'. They explain how this resource has enhanced children's imagination, expression and language skills and encouraged them to explore using all of their senses. Future plans for the pre-

school include creating an additional outdoor area at the rear of the premises. Staff explain how they intend to use the views of parents and children to make sure that this new area reflects some of their ideas and wishes. Nevertheless, management identify a desire to raise standards at the pre-school even higher, for example, through visiting other local early years provision. By doing so, management hope that staff will gain ideas and benefit from increased opportunities to share examples of best practice with other professionals.

Highly effective, sharply focused self-evaluation takes place in the pre-school. Leaders and managers show an excellent understanding of the pre-school's strengths and areas for development. Reflective practice is ongoing at all levels; staff, children, parents and other professionals are all actively involved in the process. For example, local authority support visits are used to help refine practice, draw up action plans and identify staff training opportunities. Staff recognise their individual and collective strengths and the manager encourages them to build on these, recognise weaker areas and promptly change or adapt practice, where necessary. The manager regularly observes the practice of her staff team and provides them with constructive feedback to improve practice. The progress of children is meticulously monitored and analysed in order to quickly identify any areas need of support or extension. The manager and her staff team recognise the value of true partnership working and how this is integral to high quality care and education. Consequently, information provided for parents is of an exceptional quality. Also, excellent two-way communication is evident between all involved in children's care and education. The nursery has forged effective links with several staff at St. Nicholas School and a range of other professionals. Information is regularly shared, for example, in relation to support strategies and teaching methods. Consequently, the quality of children's experiences is enhanced and the move to school is made as seamless as possible. Furthermore, children with special educational needs and/or disabilities receive highly effective coordinated and targeted support. Parents and carers interviewed as part of the inspection were extremely positive about the pre-school. Words used by them to describe the pre-school include 'brilliant', 'fabulous' and 'superb'. In particular, parents comment on how recent changes to the layout of the pre-school have created an even more welcoming and spacious environment for their children. This strength of positive feeling is a testament to the enthusiasm and commitment of the staff team.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY467533
Local authority	Warwickshire
Inspection number	934828
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	59
Name of provider	Nic Nac Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	02476388839

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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