

Inspection date	9 March 2016
Previous inspection date	6 July 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The managers complete highly comprehensive and superbly driven evaluations of the pre-school. They carry out a number of audits, including for safeguarding and accessibility. The management team meticulously uses this information to ensure that standards of the setting remain outstanding.
- Staff are wonderfully enthusiastic and have excellent skills in supporting children to be the leaders of their own learning. Staff use skilful questioning techniques to support children to solve problems, understand each other's views and discover the world around them. Children show very high levels of emotional intelligence and self-esteem in their play.
- Children form exceptional caring bonds with their key person, other staff and one another. Staff affectionately respond to children and show that they respect and value their views and opinions. Children have access to an exceptional range of interesting and stimulating activities that covers the seven areas of learning in great depth.
- Staff provide a wealth of sharply focused support for disabled children and those with special educational needs. They have formed superb partnerships with parents and health professionals, and collaboratively form robust plans to provide children with extremely high levels of support.
- Staff form excellent partnerships with parents. They involve parents in all aspects of their children's learning. The managers have developed an intensive home learning programme. They offer home visits to ensure that all children receive the best possible learning opportunities at the pre-school and at home.
- The managers pay close attention to even the smallest of gaps in learning that emerge. They use this information to provide intensive support for individual children and groups of children, to ensure that the gaps close swiftly. Outcomes for children are outstanding.

What the setting needs to do to improve further

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

- find ways to encourage staff to share their excellent practice with each other and build on staff's interests, to further enhance the educational opportunities on offer for children.

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 one of the managers.
- The inspector held a meeting with both of the managers, who are also the providers. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Strict procedures are followed when there is a concern about a child. Staff are fully aware of their responsibilities in doing this. They work closely with agencies and follow up any concerns they have raised. The managers review staff's practice thoroughly and on a regular basis. Robust systems are followed, including random checking of assessments of children's learning, to ensure that their high standards continue to be met. Staff undertake excellent training opportunities based around children's needs and to develop their own childcare careers. There is scope to build on staff's skills further by finding ways for them to share their practice with each other and building on their own passions and interests.

Quality of teaching, learning and assessment is outstanding

The highly qualified staff get to know children exceptionally well through observations and sharply focused assessments of what children can do. They use this information exceptionally well to plan activities that are matched to children's needs and interests and provide them with high levels of challenge. Staff superbly promote children's imagination skills and plan for different abilities of children exceptionally well. As children engage in pretend play, they excitedly answer questions so they can pass the pretend drawbridge in the castle. Staff skilfully rephrase questions supporting children's understanding of building materials and the homes that they live in. This soon leads on to a discussion about different houses around the world as children show high levels of curiosity about this subject. Staff use this opportunity to add new words and concepts into children's vocabularies, such as Alaska and igloo.

Personal development, behaviour and welfare are outstanding

Staff have very high expectations for children's behaviour. They encourage children to think about their actions and the effects these have on others. Staff use positive language and act as excellent role models. Children actively seek staff out to engage them in their play. They enjoy cuddling staff and reading books together. Staff skilfully use these opportunities to talk about how the children are feeling, providing them with a secure and safe base to share their thoughts. Staff promote children's understanding of their own safety superbly. Children are encouraged to think about risks, such as why the non-slip mat is out in the garden. They have plentiful opportunities to experience fresh air and physical exercise. Children learn about the importance of personal care, such as brushing their teeth. They learn about different kinds of teeth and what may happen if they do not look after them.

Outcomes for children are outstanding

All children make excellent progress given their starting points and capabilities. Children consistently display very high levels of perseverance and thinking skills. Staff promote children's mathematical skills exceptionally well. Children engage in activities, such as measuring the amount of water it takes to fill buckets, and use complex words, such as estimating. Children are extremely well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY412973
Local authority	Essex
Inspection number	851349
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	26
Number of children on roll	121
Name of provider	Little Nipperz Ltd
Date of previous inspection	6 July 2011
Telephone number	07969106221

Little Nipperz was registered in 2010. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, including one with Early Years Teacher Status. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It offers a before and after-school club. Sessions are from 7.15am to 8.45am and 3.10pm to 6.30pm. The pre-school also provides care in the school holidays from 8am to 6.30pm.

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