

Inspection of Little Nick Nursery and Pre-School

Scout Association, 106a West Street, Ewell, Epsom KT17 1XR

Inspection date: 15 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are enthusiastic learners and relish playing in the garden area. Staff value the importance of children having the time and space outdoors to move and develop their physical skills. Children demonstrate how they run fast then kick and throw balls with staff, showing their development of good coordination skills. They enjoy balancing on logs and playing with natural materials in the mud kitchen. As a result, children benefit from fresh air and refining their movement skills.

Staff act as positive role models. They have high expectations for children's behaviour and remind children to be kind to their friends. To help children learn how to share and take turns, staff use effective strategies such as sand timers and a countdown to the end of the activity. As a result, children are learning to be patient and wait their turn.

Children with special educational needs and/or disabilities (SEND) are supported well. Staff use assessments to track children's progress and provide targeted support when necessary. Extra funding is used effectively to increase staff ratios to enhance learning experiences for children. Outside agencies visit the setting, and staff work with other professionals who share strategies to support children's learning. This ensures that all children can make good progress.

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

- The manager is passionate about the provision and the care it provides. He follows robust recruitment procedures and ensures that all staff complete an induction programme before they start working with children. The team works well together. Staff say they feel supported and enjoy working at the setting.
- Children are happy and content. There is a good key-person system in place that helps children settle quickly at the start of the day. Friendly staff provide a very warm welcome. They know the children well and communicate effectively with parents. Important information is shared at the start and end of the day to keep parents updated.
- Staff follow children's interests when planning to provide opportunities for learning. Children choose activities and staff follow their lead. For example, children ask to paint and help staff to prepare the activity. Children choose the paint and enthusiastically create their pictures. Some children write their name on their picture, showing good letter formation.
- Generally, staff support children's speech and language well. They listen to what children have to say and engage in meaningful conversations. However, at times, some staff are less confident in interacting with children and developing their language and thinking. For example, they do not always give children time to answer simple questions. This does not fully promote children's communication

skills.

- Mathematical development is supported well. Staff use every opportunity to introduce numbers and count objects. For example, children know by sight the lower number value of dots on a domino, and staff help them count the higher numbers. Mathematical language is introduced during play, and children compare sizes, such as big and small. As a result, children are making progress with their mathematics skills.
- Teaching of literacy skills is good. Throughout the day, children enjoy reading books with staff in both the indoor and outdoor learning environments. They listen intently and remain engaged. Children are given books to take home to share with their parents. Staff encourage children to talk about the story, for example, they discuss their favourite part. This helps children foster a love of books and supports home learning.
- Children's fundamental physical skills are developing well. The youngest children have a dedicated play area in the setting to keep them safe. Staff provide plenty of space for young children to move around freely and develop their walking skills. During mealtimes and under supervision, the youngest children are encouraged to feed themselves to develop their independence skills.
- Staff support children effectively as they transition to school. For example, they share relevant information with schools to help children settle. However, they have not put effective arrangements in place to communicate with other settings that children attend, to share information about learning and care needs. This does not fully support children to experience a consistent approach.
- Hot nutritious meals and healthy snacks are provided by the setting. Staff follow relevant guidance to ensure their menus are of good nutritional value and provide children with a balanced diet. Staff teach children about oral health. For example, they provide toothbrushes and toothpaste for children to practise brushing on toys. This helps children learn life skills and promotes following hygiene routines.

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 strengthen the quality of interactions with children to consistently promote children's communication skills
- review and improve systems for working with other providers children attend, to provide a more consistent approach to support their learning and development.

Setting details

Unique reference number	2681524
Local authority	Surrey
Inspection number	10354765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Nicholas, Karl
Registered person unique reference number	2681523
Telephone number	07960930673
Date of previous inspection	Not applicable

Information about this early years setting

Little Nick Nursery and Pre-School registered in 2022 and is located in Ewell, Epsom. The setting is open during term time, from 8am to 5pm, Monday to Friday. The setting also offers a holiday club for one week in the summer holidays. There are seven members of staff; of these, one holds early years professional status, one holds a level 5 early years qualification and two members of staff hold a level 3 qualification. The setting receives funding for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Smith

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.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a small-group activity with the manager.
- Parents shared their views of the setting with the inspector.

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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