

Inspection of Nic Nac Pre-School Ltd

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

Inspection date:

21 May 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children at this pre-school are exceptionally happy. The leaders are passionate about early years and committed to providing children with the best possible start. Children arrive excited to join their friends, and staff greet them with a warm welcome. They understand and easily follow the clearly embedded routines and settle immediately, ready to learn. Leaders and staff are fantastic role models, and children reflect their kindness and excellent manners. All children have an outstanding attitude to learning.

Leaders establish a clear curriculum and plan high-quality experiences for children. They strongly emphasise developing children's communication and language skills. Children enjoy exciting learning environments, which enhance their learning, resilience and curiosity. Fantastic outdoor play opportunities are a key strength. For example, children explore a bug hotel to reveal worms. This captivates children as they watch them wriggle. Children quickly understand that when they use a magnifying glass, the insects will appear bigger. Staff are superb in helping children to recall their earlier learning. As children settle to listen to 'The Very Hungry Caterpillar' story book, they confidently remember new vocabulary, such as 'camouflage'. Staff carefully introduce new words through the story, such as 'flutter'. They encourage children to copy and practise the action and 'flutter' like butterflies. Children enjoy an enormous variety of activities to support their learning. They plant sunflower and cress seeds so they can observe their growth. Staff meticulously plan activities that allow children to explore and investigate the natural world. Children pick flowers and use stones on large pieces of fabric to crush flower petals. Staff support children in describing what they can smell and see. Children are inquisitive and make predictions about what might happen. They confidently discuss the fragrances and colours they create on the fabric's surface.

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

- Leaders work tirelessly to develop the pre-school and achieve the highest quality of care and education. They are incredibly reflective, continuously reviewing the quality of provision and identifying further ways to enhance it. The staff value the support leaders provide them, as well as the excellent training and professional development provided. Staff interactions with children are of a high quality. They listen to children and pose thoughtful questions, encouraging them to describe their play and extend their learning.
- Children's personal, social and emotional development is excellent. The relationships built between children and their key person are exceptional. Children benefit from spending time with their key person in small groups during registration and other activities. Staff know children exceptionally well and support their individual needs. The secure emotional bonds children develop

with their key person allow them to flourish.

- Children show considerable levels of independence and readiness for their transition to school. They have responsibilities in their role as helpers for the day. Children practise removing and putting on their shoes after yoga and changing their clothes. They access the snack trolley independently and self-serve. Children collect a beaker, select fruit and turn a tap to fill their beaker with water from a large container.
- Children have excellent opportunities to develop physical skills, enjoying considerable outdoor time. They push wheelbarrows, balance on tyres and climb and jump to strengthen their large muscles. Staff expertly guide yoga sessions that provide fun opportunities for children to strengthen their core muscles and follow instructions. Children listen intently, remain purposefully engaged throughout and thoroughly enjoy the experience.
- Children are highly skilled at using tools to develop their small muscles. They use pencils to draw treasure maps and small spoons and scoops to fill buckets with sand. Further activities, such as picking up small-world minibeasts with tweezers, increase children's dexterity and hand-eye coordination.
- Leaders and staff go above and beyond to prioritise partnerships with parents. Staff warmly greet children before each session and talk with parents about any concerns. Parents speak enthusiastically about the in-depth feedback and extended conversations that happen. They regularly meet with their child's key person to discuss progress and explore ways to support them at home, such as providing lyrics to help sing nursery rhymes. Parents praise the staff team's 'dedication and marvellous commitment'.
- Provision for children with special educational needs and/or disabilities (SEND) is excellent. Staff quickly identify children who require additional support. Those who lead on SEND work closely with external agencies, such as speech and language therapists, to create highly effective target plans for children. Children with SEND achieve the best possible outcomes.
- Staff skilfully weave mathematics through activities and experiences. Children learn to count in everyday situations, developing their skills and confidence. For example, children count their friends at register time, and during yoga, they count the number of breaths as they hold a position. Staff challenge children to reach 'taller and taller' to develop their understanding further as they play.
- There is a strong emphasis on fostering a love of books. Books are readily available for children to explore, read independently and access during play. For instance, children can read books outdoors in the garden. Some books, such as those about seeds and minibeasts, are chosen to introduce new vocabulary that links to current learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY467533
Local authority	Warwickshire
Inspection number	10398485
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	44
Number of children on roll	66
Name of registered person	Nic Nac Pre-School Ltd
Registered person unique reference number	RP532952
Telephone number	02476388839
Date of previous inspection	24 October 2019

Information about this early years setting

Nic Nac Pre-School Ltd re-registered in 2013. The pre-school employs 10 members of staff. Of these, one holds qualified teacher status, one holds a qualification at level 4 and eight hold qualifications at level 3. The pre-school opens Monday to Friday, during term time. Session times are 8.15am to 5.15pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 and leaders carried out joint observations of group activities.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.

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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