



## **The Pepperbox Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY317494
<b>Inspection date</b>	04 May 2006
<b>Inspector</b>	Susan June Stone

<b>Setting Address</b>	Coriander, Clink Road, Frome, Somerset, BA11 2EQ
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<b>Telephone number</b>	01373 301176
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**E-mail**

<b>Registered person</b>	Pepperbox Nursery Ltd
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Pepperbox Nursery is a privately owned nursery situated in the Berkley ward area in Frome. The nursery opened in 2005. It operates in a large detached house which has been renovated to provide suitable premises. A maximum of 48 children may be cared for at any one time. The nursery is open 5 days a week for 51 weeks of the year. Sessions run from 08.00 until 18.00.

There are currently 90 children from 3 months to 8 years on roll. Of these 32 receive

funding for nursery education. The nursery employs 12 staff including the manager, the majority of whom have relevant equivalent NVQ3 childcare qualifications. The manager has a recognised level 3 qualification and is currently working towards a Foundation degree in Early childhood studies.

The group receive support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are developing an understanding of maintaining their personal hygiene and know they must wash hands after using the toilet and before eating food. They wash their hands under running water and use liquid soap. However, the same towel is used for hand drying which means the children are at risk of cross contamination. Separate face flannels are provided for the children to wash their hands and face after eating meals and snacks.

Children's individual dietary needs are known to staff and managed effectively. The children are developing an understanding of healthy eating. Each day they enjoy freshly prepared nutritious meals which are cooked on the premises from locally sourced produce. Healthy snacks are provided each morning and afternoon which could include wholemeal toast, rice crackers, crumpets and a selection of fresh fruits. Children are able to choose between milk and water to drink with their meals and snacks. They know they can ask for additional drinks of water throughout the day if they are thirsty.

Staff set good examples for maintaining hygiene in their own behaviour. They ensure suitable nappy changing procedures are followed, and that children have separate bed linen. They help to prevent the spread of infection through carrying out effective cleaning routines within the setting, such as using different coloured cloths for different cleaning duties and ensuring tables are cleaned before and after meals and snacks. They have a good knowledge of first aid, which ensures medical needs can be dealt with effectively. However, not all first aid boxes are easily accessible to staff and some of the contents of one have reached their expiry date.

Although there is no outdoor area, children are still offered opportunities for physical activity each day. This could be indoor obstacle courses or using 'Sticky kids' music and movement tapes. During these activities the children are able to develop their physical skills and co-ordination. During the music and movement sessions the children copy the actions of adults and learn how to move their bodies in different ways.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

A welcoming environment is provided for children and parents. The children are

cared for in a safe and secure setting. The indoor play space is organised effectively, creating a child friendly environment which enables the children to experience a good range of play opportunities. They have sufficient space to move about and enjoy the activities safely. They are grouped according to age and each group have their own room. These rooms are suitably divided into different areas of play which allows the children some appropriate independence under adult supervision. They are able to select resources that they wish to use, like role-play and games, making decisions about their play and learning. Children enjoy using the toys available to them, which are clean, safe and suitable to use. The staff are well deployed within the setting and appropriate adult to child ratios are maintained. This ensures that the children are supervised closely at all times, and their safety and well-being are protected. There is sufficient furniture and equipment available to meet the care needs of all children attending. Equipment includes appropriate sized tables and chairs, comfortable cushions in each room, sufficient highchairs and cots for the babies to use. This helps to ensure the needs of the children are met.

The operational plan contains a health and safety policy which identifies how often risk assessments and emergency evacuation practises should be conducted. However, regular risk assessments of the whole nursery have not been completed. Also, the nursery has not yet conducted sufficient emergency evacuation practises to ensure all staff and children are aware of the procedures, which compromises safety in the event of a real emergency. Staff do assess potential risks to children and put procedures and practices in place to minimise these. General visual safety checks of rooms used by the children are carried out each day. This helps to ensure that the children can enjoy a variety of play opportunities in safe surroundings. Staff encourage the older children to take some responsibility for their own safety. Children are aware of safety within the group, knowing that they must 'tidy away the toys' and that 'if you run inside you might trip over something'. This helps them to develop an understanding that there are consequences to actions and a sense of danger.

Children are well protected by the staff, who have a good understanding in their role of protecting children. All staff are aware of the setting's child protection policy and procedures. The manager has a clear understanding of her role in the protection of children, making sure the children's welfare is always a priority.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Good relationships have been developed between staff and children in all areas of the nursery. In the baby room the Birth to three matters framework is beginning to be implemented. This is having a positive impact on the learning and development of the children attending. A good range of development activities and resources are available to the children, which encourage learning and development in all areas. Staff encourage the children to explore and investigate using all senses as appropriate. They provide activities like investigating the feel of cold jelly, 'flour gloop' and dry pasta. The children feel secure in their surroundings. Staff give lots of cuddles and reassurance. They talk with the babies and younger children, therefore, developing early communication skills.

The children aged from 2 years to 3 years are also offered a good range of activities which allow them to explore and investigate, and which encourage development and learning in all areas. The Birth to three matters framework is also being implemented in this room with a positive impact. The children are offered a balance of free play and adult led activities. The children have developed good relationships with adults and peers; they interact well and play alongside each other, and they are beginning to share and take turns. Their personal independence is being developed as the children make choices about their play and learning. Children are making good progress in their development and learning.

### Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage and how children learn. They are suitably involved in the activities provided and question children effectively. Staff use open ended questions to make children think, for example, 'Why do you think our flower is turning pink?' and 'What do you think lives in the pond?' Written activity plans indicate that children are offered a range of activities across the six areas of learning. However, the indicated learning intentions of activities are not clearly linked to the stepping stones within the Foundation Stage curriculum. Staff work together to observe and report on the children's progress and achievements. All children have individual folders showing their progress. However, staff do not use these effectively to help to inform planning, to ensure suitable activities are provided and individual progress is maintained.

Children are able to sit quietly as appropriate, such as large group time and when listening to group stories. They are developing good relationships with each other and are sensitive to each others' needs. They understand the daily routine and respond well to the praise and encouragement from staff. They are developing personal independence; they are able to select resources for themselves and choose from activities on offer. Children use language well to communicate and express their thoughts and ideas. They confidently initiate conversations with adults and each other, and eagerly talk about what they are doing or what they know. Their writing skills are being developed through planned activities and opportunities to mark make. Staff encourage children to write their names on their work. Children show an interest in numbers and counting, and they regularly count in daily routines, like how many children are present. They count spontaneously within their chosen play and are able to recognise numbers in their digit form. Children have planted flowers and seeds and watched them grow. They know the different parts of plants. They know that plants and flowers 'need water so they can grow'. They show fascination that white flowers turn pink when put in red water. Children have daily access to a computer where they are developing their ICT skills. They are able to use the mouse and use a simple computer program. There are, however, few resources or opportunities available for children to develop an understanding and respect for the cultures and beliefs of others. They have access to many different creative activities like collage, painting and role-play. Staff are appropriately involved in these activities, they supervise the children and allow them to develop their own artistic flair and design. They encourage self expression and provide a variety of resources and materials to develop this. Overall, the children are making good progress in all areas of learning.

## **Helping children make a positive contribution**

The provision is good.

Children are confident and settled within the nursery, and they are valued and respected as individuals. They receive good support and care from staff who liaise closely with parents and carers to ensure children's individual progress is suitably enhanced. Children with special needs are well supported in the setting. Children are building good relationships with staff and peers. The children communicate and socialise with ease, they help each other and work well together. An example of this is when they share the tractor when playing with the farm set. The children demonstrate good manners and are polite, saying 'please' and 'thank you' when appropriate, such as at snack time and mealtimes. The children are familiar with the daily routine. They know they must help to tidy away the toys before snack and mealtimes, and that they have a quiet time after lunch. Children in the pre-school room know they should self register during free play activities.

Behaviour boundaries are realistic for the ages of the children attending each room. Golden rules of the nursery are on display in each room, so parents can also be aware of levels of expected behaviour. Staff are consistent in their approach and use age appropriate strategies to manage behaviour. The children are aware of the realistic boundaries that have been set and are generally well behaved. They respond positively to staff direction. Staff use lots of praise and encouragement either verbally or through claps and smiles. Children are gently reminded when behaviour is not as expected. For example, children in the pre-school room being asked by staff to 'please play with the Lego nicely'. Also staff in the baby room explaining to the older children, 'you must not do that, he is only a baby', 'you must show him how to do it'. Through planned activities the children are offered opportunities to learn about themselves, each other and the natural world around them. They explore their local community while out on walks. People from the community have visited the nursery, like the local librarian. This helps the children to learn and understand how they fit into their community and surroundings. Their spiritual, moral, social and cultural awareness is fostered.

Partnership with parents is good. Children benefit from the staffs' friendly relationship with parents. Discussions with parents help to ensure that the individual needs of the children are identified and addressed. Staff are available to talk with parents each day. Home link books used in the baby room keep parents informed of their children's day. This helps to contribute to the consistency in the children's care and well-being in the setting. A detailed notice board in each room contains information about current topics, themes and activities. Information about the provision is regularly shared with parents through newsletters, notice boards and nursery prospectus. A comments box is provided to allow parents to express their thoughts and ideas. These comments are valued and respected by the manger and owner of the nursery.

## **Organisation**

The organisation is good.

The care offered is well supported by efficient organisation and good leadership and

management of daily sessions. The owner oversees the general running and organisation of the nursery. The daily sessions are organised by the manager and nursery staff. The children benefit from a well organised environment with well planned activities, which enables them to play and explore freely. They experience a wide variety of different play opportunities which support their development and learning. Staff are well qualified and experienced in childcare. They have a good understanding of child development. Staff are all aware of their roles and responsibilities and work well together as a team. They are well motivated and teamwork is evident. They are enthusiastic in their roles and committed to working with the children and all contribute their thoughts and ideas when planning activities.

Systems for evaluating nursery practice and outcomes for children are in the process of being developed. Staff appraisals have yet to be completed. All the staff are involved in meetings and discussions with the management to discuss activities and nursery practice. Staff are knowledgeable about the systems in place within the nursery. This ensures a generally co-ordinated approach and familiar routines for the children.

All required documentation relating to the children's education, care, health and safety is in place to ensure that they are cared for appropriately and the outcomes for children are promoted. Documentation is suitably stored to ensure confidentiality is maintained. Overall the nursery meets the needs of the range of children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure systems for hand drying are effective in keeping children safe from infection
- ensure the first aid box is easily accessible to staff and the contents are regularly checked to ensure they are suitable to use
- ensure the nursery's health and safety policy is suitably implemented with particular regard to risk assessment and emergency evacuation procedures
- continue to develop systems to monitor and evaluate the provision of nursery education, care and outcomes for children

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- monitor and review activity plans to ensure learning intentions clearly link to the stepping stones
- increase resources and activity opportunities for children to gain a greater understanding and respect for the cultures and beliefs of others
- monitor and review the use of children's assessments and progress files to ensure suitable activities are provided and individual progress is maintained

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