

Pepperpot Nursery Ltd

Inspection report for early years provision

Unique reference number 130707
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Inspector Chris Mackinnon

Setting address St Wilfrid's Church Hall, Whippingham Road, Brighton, East Sussex, BN2 3PF
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Pepperpot Nursery was established in 1995. The nursery occupies the lower part of St Wilfrid's Church Hall in the Elm Grove area of Brighton and Hove. The nursery is accessed down a flight of steps. Children use a large main play area with four smaller play rooms also available. Two outdoor play areas are also provided, including a fenced grass enclosure at the rear of the building.

The nursery is open from 08.15 to 18.00 during weekdays for most of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 47 children within the early years age range may attend at any one time, and the nursery currently has 90 children on roll. There is a staff team of 20 and nearly all have recognised childcare or teaching qualifications.

Overall effectiveness of the early years provision

The setting is a long established and well organised nursery provision that successfully promotes individual children's interests and development. Children enjoy a wide and varied range of challenging activities within a well prepared environment, and staff ensure children's care and welfare needs are effectively supported. The setting works consistently to build positive partnerships with parents and the effective use of key person working demonstrates good inclusive practice. The setting's early learning programme is well planned and guided by trained teachers, who work closely with staff to continually evaluate and develop the effectiveness of the setting's childcare provision. The setting is also confidently led and managed, with an experienced and well trained staff team, fully committed to providing good quality childcare and learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop staff confidence in the use and application of the six learning goals
- improve the assessment arrangements to ensure individual children's next steps in learning are known and developed

The leadership and management of the early years provision

The nursery setting is well led and managed and staff take care to ensure children are made welcome and enjoy themselves. Children have access to a range of well organised play and learning areas, comprising a main play hall with separate activity rooms, and including a well prepared room for children aged under two years. The setting's manager and deputy take care to ensure the staff team successfully support children's welfare and provide a stimulating and challenging range of well planned activities to support children's learning and development. The staff are well qualified and experienced and a strong feature of the setting's

effective management is the staff's ability to ensure the children's interests and ideas are well considered and made part of the planned learning themes organised within the setting. The staff also ensure children have access to a well organised range of play and learning resources, all effectively presented to interest and challenge children within the early years age range. Many examples were observed of children choosing play items and materials and creating their own games and play activities. Children were also observed greatly enjoying a wide range of role-play, arts and crafts and expressive rhyme and singing activities. The setting works closely with parents and other carers. Effective key person working has been established within the setting whereby staff are allocated individual children to ensure their care and learning needs are fully supported. For example, staff key workers are able to promote children's healthy growth and progress through close contact and regular discussion with parents, and by keeping clearly written and recorded information on children's play and learning development. The setting's staff are effective in ensuring children are protected and appropriately safeguarded. By working cooperatively together, staff are able to maintain a close interest in individual children's healthy growth and progress. Staff training in safeguarding awareness is consistently maintained within the setting and staff also have access to the setting's written safeguarding guidance procedures. The setting has a confident and well organised approach to maintaining continuous improvement. The manager and staff have frequent meetings where the organisation of children's welfare and learning is reviewed and assessed. The manager and staff have also successfully completed the Ofsted self evaluation document, which includes much clear detail on all areas identified for development within the setting. A particular strength in the setting's leadership and management is the clear understanding and commitment made to reflective practice and developing staff skills and potential. Many staff have completed Early Years Foundation Stage training and several are now entering into further training, in partnership with local early years advisors. The setting is also currently engaged in a locally organised quality assessment accreditation project, which works closely with the setting to ensure all elements of children's care and learning are successfully provided.

The quality and standards of the early years provision

The setting provides an attractive and stimulating learning environment and a well planned range of learning activities, helps children develop and make progress. Children's own ideas and interests are included in the development of the learning themes, which are based on the seasons, cultural events and learning about the local area. Children's individual interests and learning progress are successfully considered and supported. Staff key persons use their knowledge of individual children effectively and work closely with the education trained staff to provide a range of activities specifically designed to promote learning. An example of this is the frequent use of numeracy based activities and the preparation of a range of play items to support counting and children's confidence with numbers. Children were observed joining in together to answer questions, recognise numbers and demonstrate their counting skills. Children learn to play together and cooperate well during activities, they also enjoy inventing play and making up their own games as exemplified by the wide range of role-play activities provided. Children's

learning over the early years age range is effectively supported and staff encourage the younger children's use of words, knowledge of colours and their manual skills with tactile and activity based play items. The setting's staff have good awareness of children's learning requirements. Staff work closely together to effectively plan the play themes and set out the learning environment to successfully encourage children's progress and development. Staff readily join in and have fun with the children during the planned activities, which are often extended and adapted by the children, as they explore the resources. Staff demonstrate a good awareness of the learning and development requirements, but the knowledge and application of the six areas of learning is not yet fully consistent within the whole of the staff team. Children's learning progress is effectively and appropriately monitored. Staff take care to observe and assess the children's learning. Staff key persons and the education trained staff make good use of written notes and keep clear records of how children respond to the play and learning activities provided. Children's progress is effectively monitored, but some improvement is needed to the assessment arrangements to more fully establish children's next steps in learning. Children enjoy frequent outdoor play and staff take care to ensure all children have many enjoyable activities and learning experiences when outdoors. The setting's outdoor play areas provide a good range of resources and materials for children to have fun with messy play activities, exploring mark making and learning about growing. Many group games and much active play is also provided to support children's physical development.

The nursery setting successfully supports children's welfare and the care provided for all children attending is well organised. The premises are well prepared to promote safety and a wide range of safety procedures are in place to ensure children are kept secure and well supervised. The staff make daily checks of the play areas used and clearly organised risk assessments are in place and regularly reviewed. Children develop an effective awareness of the need to play safely, particularly when activities involve using tools and a range of play materials. During physical games and group activities staff provide guidance and children learn to be careful and be aware of others. Children's awareness of safety is also well supported, particularly when children move between the various play rooms, and staff also take care to ensure children are closely supervised during the many outdoor activities provided. Children enjoy a range of healthy foods and snacks and staff are mindful of individual children's dietary needs and intolerances. The setting prepares meals on site and well organised weekly menus offer a range of food choices to ensure children's healthy growth and development is well supported. A range of food based learning themes are also included in the planned activities and children are able to learn about foods from other countries. Children's enjoyment and achievement is successfully encouraged. Children make good learning progress and are effectively supported by education trained staff, who ensure children's use of words and number skills are encouraged and developed. A strong element within the learning programme is the exploration of the local area, and the older children in particular are benefiting from a learning topic based on Old Brighton, which includes looking at old photographs, exploring the past and understanding about previous generations. Also, through the provision of many challenging play activities, the younger children's learning and practical skills for the future are successfully promoted. Staff effectively support children's own play ideas, with one example being the recent snow fall that

provided many opportunities for children to widen their experiences and use a variety of play resources and materials to explore aspects of snow and winter weather. Children's good behaviour is effectively promoted and children are encouraged to share resources, play happily and be supportive of each other. Children also learn about other cultures and the wider world within a learning environment that acknowledges diversity and promotes inclusion. The setting has a strong awareness of the need for good links with parents and carers. Each day a written activity report is made available to support parents involvement in their children's learning. The staff also work effectively to include parents, and provide clear and consistent information to support children's progress and learning development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met