

The Pepperbox Nursery

Inspection report for early years provision

Unique reference number	EY317494
Inspection date	26/05/2009
Inspector	Mary Daniel
Setting address	The Pepperbox Nursery, Clink Road, Frome, Somerset, BA11 2EQ
Telephone number	01373 301176
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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

The Pepperbox Nursery has been registered since 2005. It operates from a converted detached house situated in the market town of Frome. Children have use of a baby unit, two playrooms, a sleep room and toilet facilities all sited over two floors. There is an enclosed garden at the back of the property. This privately owned nursery is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. The nursery is registered to care for a maximum of 48 children aged under eight years at any one time, and there are currently 124 on roll, all of whom are in the early years age group. The setting is open from 08:00 to 18:00, Monday to Friday, for 51 weeks of the year. There are 22 staff employed, the majority of whom are qualified to level three in childcare and early years education. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very well cared for in clean, comfortable and inviting play rooms and readily participate in a range of meaningful activities. As a result, they become confident and inquisitive and this contributes to them making good progress in their learning and development. Children are happy and relaxed at the nursery and staff respect their individual needs, which consequently supports them in feeling valued and welcome. The nursery shows a commitment to enhancing the quality of children's care and staff are beginning to evaluate their practice to clearly identify any further areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems of working in partnership with parents and other carers involved in children's care to promote the consistent delivery of the Early Years Foundation Stage, and extend the information gathered on children's developmental starting points
- further develop systems of self-evaluation to effectively support the group's aims for ongoing improvements to the quality of provision for all children
- review systems of recording children's attendance to ensure an accurate record of their times of arrival and departure is consistently maintained

The leadership and management of the early years provision

Children's well being is very well supported through the clear daily routines that are effectively established. For instance, after lunch children have time to relax and know they can fetch a sleep mat to rest on or go and sit quietly to look through a favourite book. This helps them feel secure and settled as they know what is expected of them. Clearly laid out operational policies and procedures are in place,

which underpin the smooth running of the session and help in safeguarding children, for example through the detailed recruitment systems which are implemented. Staff work very well together as a team and overall recommendations made at the last inspection have been suitably addressed. First aid boxes are now more easily accessible and contents regularly monitored. Fire drills are frequently practised and logged and children now use paper towels to dry their hands, which helps to prevent the spread of infection. Planning systems have been reviewed and are being established to meet the current framework and some further resources have been obtained to reflect diversity. This shows a positive approach is given to making improvements and staff are starting to implement a self-evaluation system to ensure all aspects of the provision are effectively monitored.

Children benefit from the good partnerships staff form with their parents. Daily liaison is maintained and contributes to continuity in children's care. For instance, detailed health care plans are formed for any specific medical requirements and enables staff to effectively meet children's particular needs. Parents meet with their child's key worker and have opportunities to contribute to their developmental achievements. This helps in providing a more consistent approach to children's learning, although information gathered on their developmental starting points is limited. Effective liaison is maintained with local reception teachers to help children's transition to primary school, although systems of working with any other carers, such as childminders, have not yet been fully established. Children are well cared for as staff are dedicated to their roles and are familiar with the clear safeguarding procedures in place to help in protecting children from harm and any concerns are appropriately managed.

The quality and standards of the early years provision

Children have fun and enjoy their play. Staff recognise children's interests, such as dinosaurs, and plan a range of purposeful activities accordingly. For example, children work together in painting a big dinosaur picture. They talk about size and shape and find out that a 'brachiosaurus' is one of the heaviest dinosaurs. They discover that a 'palaeontologist' is a dinosaur expert and a 'diplodocus' doesn't eat meat. This knowledge supports their early mathematical and communication skills, and also promotes their knowledge and understanding of the world. Children's creative skills are encouraged as they 'cut and stick' to make colourful collage pictures. They start to form recognisable letters of their names and have various opportunities to 'write' for a purpose. For example as they 'prescribe' some special medication for the 'babies' who visit the role play baby clinic. Staff are now establishing planning and assessment systems to clearly focus activities on children's interests in play. Overall this provides a good variety of purposeful play experiences, although some everyday routine activities are not always fully considered to further extend children's development. Younger babies and toddlers explore interesting treasure baskets of household or wooden objects and they like to join in singing the 'Mrs Macaroni' song as they pretend to ride their horses. Children like to talk about their home life in circle time and they all enjoy singing their 'Hello' song to each other. This helps them to get to know one another's names and feel a sense of belonging within the group. Emphasis is given to

helping children feel good about themselves and they respond happily to the sensitive, caring approach given by staff.

Children eagerly tuck into their nutritious meals, such as 'cheesy leek and tuna bake' or 'lentil curry'. Mealtimes are relaxed and children have good choices of healthy meals and snacks. Children pour their own drinks of water or milk and spread butter on their crumpets, which encourages their independence skills. Children's health is very well managed and toys and sleep mats are all wiped clean after use. Individual bedding is provided for babies' cots and their bottles are clearly named. This helps to prevent cross contamination. Children's safety is effectively monitored through clearly laid out risk assessments. They are helped to keep themselves safe as they know not to run indoors and help to tidy up their toys in case someone trips over them. They complete a regular fire drill, which helps the management of any emergency situation, although an accurate record of the times of children's attendance is not consistently maintained. Children mix well with their friends and are encouraged to respect the needs of others by being kind and sharing their toys. They behave very well and benefit from the good role models of staff, who talk quietly and calmly to them and maintain a consistent approach. Children develop a sense of healthy living as they have frequent opportunities to play outside in the nursery garden areas. They bury their 'dinosaurs' in the bark and develop their hand-eye coordination as they throw and catch some colourful balls. All children are included in playing outside. They throw and catch balls, dig in the sand and babies lie happily on mats to play with some easy to hold stacking beakers or watch some bubbles floating by.

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