

Peppermint Children's Centre

Inspection report for early years provision

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Inspector	Elizabeth Mackey
Setting address	Franklin Way, Croydon, CR0 4YD
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Peppermint Children's Centre registered in 2005 and is one of a number of centres established by Broad Green Sure Start. The centre comprises of a nursery which operates Monday to Friday all year round and a preschool which opens Monday to Friday during the term time. The nursery opens from 7.30 -1800 and the pre-school from 9.30am-12.00 noon. In addition, the centre offers a range of family support services. It operates from a single story purpose built building, close to Valley Park in Croydon.

The nursery is registered on the Early Years Register to care for 23 children in the early year's age group, of whom 9 children may be under 2 years. There are currently 20 children on roll. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are ten members of staff, including the Manager and employed bank staff. All staff have relevant childcare qualifications and several are studying towards a higher qualification with a view to completing a foundation degree. Additional staff are employed for to support administration, cooking and cleaning duties. The setting receives support from the local authority through an Early Years Advisor and also has the support of a Children's Centre Teacher through the Early Education and Extended Services Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a well planned, child centered environment, where they play a full and active role in their learning. It is an inclusive environment, which is successful in recognising and meeting the needs of the families who attend. Children experience innovative opportunities to engage in a broad range of activities, which promote all areas of learning, which is enhanced by the commitment to a free-flow system. Effective communication with parents and carers and the additional services to support families in the setting contributes towards children making good progress in their learning and development. There are established methods in place for evaluating the quality of the provision. The management and staff team demonstrate a commitment to staff development and reflection to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- review and extend the information about the risks for different types of outings; including the proposed action to to minimise them
- increase the resources for children who have English as an additional

language, providing letters, words and books in their first language

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that staff are suitable to work with children and are appropriately qualified. Staff have a clear understanding of safeguarding procedures, and there is an up to date safeguarding policy in place. Safeguarding training, to level two is completed by all staff, as is First Aid training. Required documentation that promotes children's health, safety and well-being is in place and is kept up to date. There is a detailed risk for assessment for the premises; however the risk assessment for different types of outings lacks some detail. Good use is made of available resources at the setting. Space and equipment are well organised and helps to create a welcoming learning environment where children of all ages can easily access play materials independently. There are recent changes to the organisation of the nursery to promote family groupings. This is in the initial stages and staff are monitoring and evaluating the changes to ensure they meet the needs of all the children and do not compromise children's safety. Staff are motivated and they work well together as a team. Effective staff deployment ensure children benefit from consistent relationships and a good level of individual support.

The manager and staff team make good use of feedback from parents and children to monitor and evaluate the provision and consider areas for future development, for instance, through questionnaires and parents meetings. Planned actions taken are well targeted to improve outcomes for children, for instance, ongoing developments to the outdoor area so that children benefit from a wider variety of outdoor experiences throughout the day. Staff work closely with parents, they recognise that effective partnership is integral to children's well being. Information is shared through various means, including daily diaries for the younger children, open days, coffee mornings and news letters. Parents also contribute to their children's development record and they are also involved in decision making within the centre through the parents advisory board forum. Parents, settling their children into the setting, comment they "feel very supported by the staff". There is a valuable exchange of information between key workers and parents, at arrival and departure times. The setting also works effectively in partnership with external agencies and other providers, for example the Inclusion Team and Behaviour and Speech Therapists. This helps to ensure children receive the support they need and benefit from continuity in learning and care.

The quality and standards of the early years provision and outcomes for children

Children demonstrate a sense of security and belonging, both with the pre-school and the nursery. They are confident, engaged and build excellent relationships with staff and each other. Babies form strong bonds with their consistent carers and their individual routines are respected. Older children develop sense of

responsibility and concern for others as they move carefully around the younger children. Children learn to keep themselves safe, their behaviour is good and they have a clear understanding of the boundaries in place. Children routinely practice good hygiene routines from a young age when they wash their hands after a messy activity or when they come in from the garden. They benefit from nutritious meals and snacks that are freshly prepared on the premises, enjoying fruit, water and milk during the morning and shepherd's pie with vegetables for their lunch.

Children throughout the nursery and the pre-school take part in a wide range of activities that support their learning and development. There are ample opportunities for self-initiated play and staff are effectively deployed to support children and enable them to play independently and in cooperation with their friends. Staff know the children well and make pertinent observations of their achievements, which they use to plan future activities. Staff work closely with parents and particular attention is given to the settling-in process for children, which helps children to feel secure. Children who have English as an additional language are supported well, for example staff learn key words in their language and gesture and signing is used. There are dual language books, however there is limited print in the way of labelling, for example letters and words in children's first language.

The free flow system in place is very successful and children choose to spend a lot of their time outside. Activities are provided to promote the six areas of learning both inside and outside. Children practice their physical skills as they confidently run, ride bikes, balance in wood they have placed across tyres. Most of the children follow a member of staff to the end of the garden pretending they are going on a bear hunt. They return after five minutes laughing, squealing and warning others that the bear is coming. There is a great sense of fun and the children are keen to take turns to be the bear. Children become engrossed in the digging area; they dig and sift the soil looking for insects. One child has found some worms; he tells the other children to be quiet because the mummy worm is sleeping. He then looks and finds a magnifying glass to see them closer, this encourages many of the children to do the same. They walk around the garden with their magnifying glasses, excitedly exploring things closely. The deployment of resources and the emphasis on free flow and promoting children's autonomy makes it an exciting, interesting place for them to be.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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