

The Pepperbox Nursery

The Pepperbox Nursery, Clink Road, Frome, Somerset, BA11 2EQ

Inspection date	29/05/2013
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children settle quickly and enjoy their time at the nursery because they feel welcome and make secure attachments to their key person.
- Children's welfare is securely promoted because staff have a good understanding of their role and responsibility to safeguard children.
- Children make good progress in their learning and development because activities are well planned to meet their interests and individual needs.
- The strong leadership and management within the nursery effectively promotes continuous improvement through the consistent monitoring and evaluation of the provision.

It is not yet outstanding because

- The programme for understanding the world does not always engage and challenge children in all possible ways.
- Staff do not use all possible opportunities in everyday routines to develop children's independence skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the manager, staff, parents and children.
- The inspector undertook a joint observation of staff and children, at an activity with the manager.
- The inspector sampled a range of documentation including children's records, staff suitability checks and procedures.

Inspector

Michelle Tuck

Full Report

Information about the setting

The Pepperbox Nursery registered in 2005. It operates from a converted detached house situated in the market town of Frome in Somerset. There is 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 on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. There are currently 108 children on roll, all of whom are in the early year's age group. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

The nursery is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. There are 22 staff employed, the majority of whom are qualified to level three or above. The manager has Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's learning in understanding the world through providing more opportunities for exploration and discussion
- use everyday routines such as meal times to encourage children's independence further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy a range of interesting and challenging activities, which effectively support their good progress in all areas of learning. Children actively explore and investigate their environment and enjoy a good balance between freely chosen activities and more planned play. Children's language skills are developing well as staff ask open questions and engage them in conversations to extend their thinking. For example, children listen to a favourite story. The member of staff uses her voice effectively to engage the children in the story and, with the use of props, children develop their ideas of how the story unfolds. As a result, children develop the confidence to express themselves and are becoming creative as they explore different ideas.

Children enjoy playing musical instruments. They listen carefully to the sound the instruments make from under a blanket and use their knowledge and skills to identify each one correctly. Children choose their favourite songs to sing and enthusiastically play along. Babies enjoy looking at photographs of themselves with their families. This helps them to settle at the nursery and gives them a strong sense of belonging. Babies explore plastic bottles filled with coloured rice and glitter water. They look at themselves in the mirror and wave saying 'bye bye'. This supports their personal social and emotional development as they become self-aware.

Children develop a good understanding of number and measure. They have daily opportunities to use numbers and match numerals as they count the amount of children present. They use bricks to compare their height to the number of bricks in a tower and use tape measures to see how long items are.

Children benefit from a well-resourced environment both inside and outdoors. They take part in some interesting activities, which help them to develop their understanding of the world. For example, babies look at birds from their window and look for how many are sitting on the wire. Children have opportunities to plant and observe flowers in the garden. However some activities are not fully challenging. For example, children explore the garden to find snails and slugs. Although the children are given magnifying glasses and encouraged to count how many snails they find, there is little discussion about the snail's features or habitat, which does not fully support their understanding. Consequently, some children lose interest.

Children are well supported as they attend settling-in sessions as they move to new rooms within the nursery. Regular opportunities to mix with other children and staff in different age groups also help children to feel confident about change. Good systems are in place to support children as they move onto school. As a result, children are well prepared for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Children display high levels of confidence and self-esteem. They settle well and make secure attachments to their key person. This means that children's physical and emotional well-being is effectively promoted. The outside play area has a wide range of resources to stimulate the children's interests and provides many opportunities for children to develop their physical skills. Babies enjoy opportunities to move freely, pulling themselves up to stand and exploring their environment. Older children climb and balance in the garden, with increasing skill. Children develop good eye to hand co-ordination skills as they hit a ball with a bat, and their personal social and emotional skills are promoted as they wait nicely for their turn.

Children learn how to keep themselves safe. They discuss safety issues with the staff such as why they should go up the steps and down the slide to avoid hurting themselves. Children's behaviour is good. They show a good awareness of others and how their

behaviour can make others feel. For example, when one child finds a bat for another child he says to a member of staff, 'that was very kind wasn't it?'

Children gain a clear understanding of good personal hygiene and healthy lifestyles through consistent routines. Children are provided with nutritious well-balanced meals, which meet their individual dietary needs effectively. Older children are able to manage their self-care skills successfully. Children pour their own drinks and take themselves to the toilet. However, staff do not extend all opportunities to encourage children to be fully independent, for example, children do not serve their own food at lunchtime.

The effectiveness of the leadership and management of the early years provision

The nursery manager and her staff team have a good understanding of the safeguarding and welfare requirements. Staff have a good understanding of child protection issues and are clear on the action they would take if they had a concern about a child in their care. Thorough risk assessments are in place and an effective system is in place to constantly review and monitor procedures. This ensures hazards are quickly identified and appropriate action taken. Robust recruitment procedures and checks on staff suitability ensure that only staff who are suitable care for children. Ongoing supervision, staff appraisal and training ensure continued suitability and support staff development. There are secure procedures to follow in the case of an allegation against a member of staff. Self-evaluation is robust. Staff meet and discuss aspects of the nursery at staff meetings. Responses to parent questionnaires and discussions with children also play a part in helping the staff to reflect on their practice and make improvements. This means that the nursery responds to the needs and wishes of children and their families.

Partnerships with parents are strong. Parents spoken to at the inspection speak very highly of the staff team. They feel the nursery staff know their children well and provide a good range of activities, which help their children to make good progress. Parents also feel they are well supported as a family and value the kindness and support the nursery staff provide. Parents have regular contact with their child's key person; they are involved in the assessment process and can contribute to their child's learning through completing 'WOW' sheets.

The nursery manager and her staff have a good understanding of their responsibilities in meeting the learning and development requirements. There are effective systems in place to monitor the educational programme. This ensures a broad range of activities are provided to include all areas of learning. Staff carry out sensitive and focused observations on the children and use these well to plan for their next steps and future learning. As a result, children make good progress in all areas.

Equality and diversity is successfully promoted. The nursery places a strong emphasis on working with external agencies and with other early year's providers that children attend. This helps to ensure that children are well supported to reach their full potential and

promotes a consistent approach.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY317494
Local authority	Somerset
Inspection number	914400
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	108
Name of provider	Pepperbox Nursery Ltd
Date of previous inspection	26/05/2009
Telephone number	01373 301176

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

