

# Peppermint Children's Centre

Franklin Way, Croydon, CR0 4YD

<b>Inspection date</b>	06/03/2014
Previous inspection date	01/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide children with a stimulating environment where their learning is monitored well. Therefore, children make good progress.
- Children's health is well supported. They learn how to care for their personal hygiene needs, eat nutritious fresh meals and have daily exercise in the fresh air.
- Staff have a sound understanding of the child protection policy.

### It is not yet good because

- The provider has failed to notify Ofsted of changes to the management structure of the setting.
- Although there are risk assessments for outside play, managers do not critically analyse the safety of specific pieces of equipment and provide visual reminders of safety appropriate to the ages and stages of understanding for all children. This has the potential to compromise children's safety.
- Systems to provide feedback to parents about how their views and ideas for improving the provision are implemented are not fully effective.

## 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.

## Inspection activities

- The inspector observed children in both rooms as they played both inside and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the managers, chief executive and the early years teacher.
- The inspector took into account the views of the parents.

## Inspector

Gillian Cubitt

## **Full report**

### **Information about the setting**

Peppermint Children's Centre registered in 2004. It is run by Acorns2Oaks; a charitable company limited by guarantee. The Peppermint Children's Centre is one of two nurseries managed by the organisation.

The centre comprises a nursery which operates Monday to Friday all year round and a pre-school which opens Monday to Friday during term time only. The nursery opens from 8am to 6pm, the Morning Term Time only Pre-school 9am - 12 noon and Afternoon Term Time only Pre-school 12:30 - 3:30 pm. It operates from a single story purpose built building, close to Valley Park in Croydon. Children have the use of two spacious playrooms that lead to outside play grounds. Other facilities include a meeting room, office, staff room and kitchen facilities. The nursery is registered on the Early Years Register. There are currently 49 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 10 members of staff, including the manager. All staff have relevant childcare qualifications from level 2 in childcare and education to degree level. 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 an Early Years, Foundation and Key Stage One Teacher through the West Collaboration Learning Community.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure Ofsted are informed of any significant events that affects the provision of childcare, such as any change to the status of the setting, manager and details of the committee members.
- complete a review of the safety of the large climbing equipment and slide to ensure it complies with the British Safety requirements and is suitable for use by all nursery children who attend the setting

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

- improve the provision of feedback about parents' views and ideas and how these are contributing to improving the nursery
- further develop children's awareness of safety by providing more visual reminders, especially in the outside play areas, that is understood by all children

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

Children are happy and enjoy their time in this very welcoming nursery. A strong staff team who have a good understanding of how children learn through play, enhances children's enthusiasm for learning and the secure progress they make. Staff plan very well and effectively link activities to children's interests. Consequently, children are continuously busy and show enthusiasm to explore and learn. Staff support children's communication and language skills well. Staff encourage children to sing and do actions in groups. They clap and tap out rhythms on the drums whilst repeating the days of the week. Staff also sing to younger children during their active play. This encourages toddlers to feel confident in making sounds and creating new words. This also helps children who speak English as an additional language to acquire new words. Furthermore, staff make good use of signing and picture cards to support children who need extra support.

Children who require more challenge benefit from games such as 'I spy'. Children repeat the phonic sounds of the pictures they see such as 'a' for apple and 'p' for penguin. Staff and children also mimic the movement of the bird, which makes the activity fun and memorable for the children. As a result, many children are beginning to recognise and understand the letters in their first names. Children enjoy story times and the good variety and interesting books encourages them to make choices and read by themselves. Staff support other areas of learning by using the good variety of toys and resources. For example, children's early mathematical and problem solving skills start from easy inset

puzzles and staff progress more able children to more complex pieces. Staff guide children and patiently wait for them to complete an activity so children can celebrate in their success and achievement.

Throughout the nursery, staff display children's work such as marble paintings that promotes their self-esteem. Children also see photographs and pictures of people's lifestyles in other parts of the world. Children love to look at the pictures and point to them, raising their awareness of a wider world.

There is a strong partnership with parents. Through the good sharing of information about the children's abilities, interests and languages spoken at home enables staff to form their first assessment. This leads to accurate planning for each child. Staff keep parents well informed about their child's day at nursery through verbal feedback and, for younger children, a written diary of their day. Regular feedback also includes coffee mornings where parents and key persons are able share and discuss ways forward to supporting children's development and progress. Parents and children also encouraged to take some resources home so they can continue to play games and participate in nursery activities with their family.

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

Children settle well because the staff are conscientious and caring. The key person system works well which means that children strong attachments with staff, which improves their confidence and makes children feel secure. The manager and staff have well-established multi-agency links that provide access to specialist knowledge, skills and resources. This enables the successful inclusion of children with additional needs and ensures that they have the necessary support to help them achieve.

Children benefit from an environment that has plenty of resources where children feel confident to explore independently. Children also have spaces to relax and look at books or play quietly in comfortable areas to construct wooden train sets.

Children behave well because they are consistently active and happy at the nursery. The very stimulating and challenging outside play equipment enables children to develop confidence as they improve their physical skills in climbing, balancing and sliding. Staff supervise equipment appropriately and children are developing some understanding of safety awareness. Staff complete risk assessments but these do not fully cover climbing apparatus and staff do not include children's awareness of safety as part of this process. For example, although staff remind children to be safe there is a lack of visual reminders of safe practice that communicates with all children. This is with particular regard to climbing and sliding on the high apparatus, making it a safe place for all children, including those who are less confident.

Children learn about being healthy in the meals and snacks they eat and their active play in the fresh air. Children show confidence and independence in seeing to their personal hygiene needs; they also dress themselves before going outside. The added communal

experience during meal times encourages children's confidence in social occasions. This aids children's preparation before they move to school.

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

Arrangements for children's safety require improvement in the nursery. Children explore their surroundings and have plenty of opportunities to challenge their physical skills. The inspection took place following notification by the provider of an incident where a child left the setting unsupervised and there was an accident to a child using the large climbing equipment and slide. The notification means that the provider met their legal responsibility as set out in the Early Years Foundation Stage welfare requirements to notify Ofsted of any significant incidents or serious accident to a child.

The inspection found that the managers took prompt and effective actions to improve security following the incident, to ensure that children are unable to leave the premises unsupervised. They followed their staff disciplinary procedures for those involved and updated safeguarding training for all staff. Managers also demonstrated their awareness of their responsibilities where a child has an accident. They took necessary steps for appropriate treatment, informing parents and the relevant authorities. The manager carried out a full review of the outdoor area following the accident and put in place additional arrangements for supervision. Staff are deployed well and supervision is good overall. However, on the day of the visit it was noted that staff supervise the large climbing frame from the ground level and not from the top. This is where there is a lack of a safety barrier between the frame and the slide to provide the less able or confident children with added security and support. While all other risk assessments work well to enable children to learn and play in safety, the assessment for this apparatus does not.

Ofsted also learnt that the provider had failed to notify Ofsted of changes to the persons on the committee who oversee the nursery, their names, addresses and contact information. It is a requirement to do so. Although the provider contacted Ofsted immediately after the inspection to update their records there were some details still outstanding. The provider is, therefore, in breach of the legal requirements to inform Ofsted of these significant changes that affect the operation of the nursery.

The manager and staff team are dedicated to their work. The manager has a good overview of the curriculum and there are robust systems to monitor children's learning and progress. This results in children receiving a wide range of enjoyable experiences. Planning and assessment of children's progress is consistent, precise, ensuring staff meet children's individual needs well. This results in early intervention at times. Consequently children make good progress overall because staff quickly address any gaps in children's knowledge and apply this well to the future planning.

The manager is proactive in completing a self-assessment, taking into account the views of staff, parents and children. Parents spoken to on the day were very positive about the provision and the staff. Staff take parents ideas seriously and make changes because of

these. Although parents receive newsletters and daily conversations with staff, there is not a clear system to tell parents about how their suggestions have been used to make improvements. For example, parents write suggestions and leave them in reception. As there are no dates on these and timed response from staff, parents are unsure whether staff include their ideas into their written action plan for improvements.

The manager demonstrates a clear understanding of how to ensure the daily operation of the nursery runs smoothly for children's overall wellbeing and safety. She knows her responsibility to keep Ofsted and other agencies informed of any significant events or safeguarding issues. Although the manager is effective in obtaining suitability checks for all adults who directly work with children, she does not have responsibility for notifying Ofsted of the suitability of committee members and trustees who are responsible for sustainability and safety of the nursery. The nursery staff are supported generally well through the system of supervision and appraisals from the manager and the chief executive. However, there is insufficient rigorousness on behalf of the trustees in their effectiveness to ensure all the legal welfare requirements of the Early Years Foundation Stage are in place. Consequently, although children make good progress, elements in children's safety requires improvement.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY306300
<b>Local authority</b>	Croydon
<b>Inspection number</b>	957298
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Acorns2OaksLtd
<b>Date of previous inspection</b>	01/09/2010
<b>Telephone number</b>	0208 251 9481 02086868103

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

