

# Pepperbox Preschool

All Saints School Site, Common Road, Whiteparish, Salisbury, Wiltshire, SP5 2SU



## Inspection date

29 April 2015

Previous inspection date

5 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff know all their children very well. They use detailed observations of children to make accurate assessments of their learning. As a result, staff plan challenging next steps in learning that promote children's good progress.
- Children form good attachments to the caring staff. As a result, children are confident and kind to each other developing essential skills for their future learning.
- Staff promote children's understanding of the world through purposeful play experiences and provide additional props to stretch children's imaginations.
- Staff have a good understanding of safeguarding issues. They know what to do should they have any concerns about children's welfare.
- Children's progress is carefully tracked which enables staff to quickly identify when children may need additional support. This ensures that children are making good progress.
- Staff complete regular peer-on-peer observations. Consequently, this helps to monitor the quality of teaching of all staff.

### It is not yet outstanding because:

- Staff do not always organise daily routines effectively to minimise the time children have to wait to take part. This means that some children lose interest and become disruptive.
- Staff do not maximise the use of the indoor environment to promote further the all-round learning and development for the youngest children.

## What the setting needs to do to improve further

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

- review the organisation of group sizes during daily routines to ensure that children are not waiting for long periods, with particular regard to snack time
- review how younger children access activities and resources in the indoor environment to promote further their all-round learning and development.

### Inspection activities

- The inspector observed staff's interactions with children during activities inside and outside.
- The inspector talked to parents and took their views into account.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector sampled documentation such as registers and children's learning journals.

### Inspector

Sharon Palmer

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff regularly observe children to identify their interests, skills and achievements. Staff use this information to plan effective activities that stretch children's learning. As a result, assessments of children are accurate and precise. Staff recognise how to spontaneously extend children's understanding of the world through play. For example, children enjoyed role play, pretending they were doctors. Staff extended children's learning effectively by providing them with clipboards, paper and pens to promote their early writing skills. Staff encouraged children to write down how many times a day to administer cream, promoting their mathematical skills. Children learn through interactive stories. Some children re-enacted a fairy story, while others watched excitedly as staff helped to re-tell the story. This helps to develop children's language and communication skills. Staff work with other professionals to ensure children make good progress from their starting points.

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

Children feel safe and secure in the warm and nurturing pre-school environment. Staff display children's work to make them feel valued. Children benefit as they build good relationships with their key person. As a result, staff know their children well and children are able to explore their environment confidently. Children are encouraged to be independent through routines such as hanging up their own coats and putting on their shoes or slippers. However, some routines, such as snack time, are disorganised and not managed effectively to ensure that all children are fully involved. Staff promote children's health and well-being through daily access to the outdoor area which promotes physical challenge and opportunities for children to risk assess with staff's supervision as they confidently climb ropes and ladders.

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

The qualified manager has a good understanding of the requirements of the Early Years Foundation Stage. All staff access regular training to extend their skills and knowledge, sharing the information gained during staff meetings. For example, staff used communication and language training to provide daily language groups. The manager reviews children's assessments and ensures that children receive additional support to close gaps in their learning. Partnership with parents and external agencies is strong as staff access support for children with special educational needs and/or disabilities. Staff re-organised the book corner to make it more accessible to children. However, they do not maximise the use of the indoor area to enrich younger children's all-round learning and development.

## Setting details

<b>Unique reference number</b>	EY252321
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	837190
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Pepperbox Preschool Committee
<b>Date of previous inspection</b>	5 December 2008
<b>Telephone number</b>	01794 885832

Pepperbox Pre-school registered at its current premises in 2003. It is managed by a voluntary committee. The pre-school opens each weekday during school term times. Sessions run Monday to Thursday, from 8.45am to 2.45pm, and Friday from 8.45am to 11.45am. The pre-school offers before school care Monday to Friday from 7.45am until 8.45am, and after school care Monday to Thursday from 3pm until 5pm. Four staff work with the children; one member of staff holds Qualified Teacher Status, two staff hold relevant early years qualifications at level 3, and one staff member is unqualified.

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