

Pepperpot Pre-School

Elm Grove School, Elm Grove, Brighton, East Sussex, BN2 3ES



Inspection date

7 May 2015

Previous inspection date

4 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children progress well because staff focus on, and plan for, each child's individual needs.
- Children enjoy learning because activities are strongly linked to their interests.
- Parents are highly involved in their children's learning because an online assessment system allows them to access and share information on children's achievements and how to take them further.
- Children learn to adopt healthy practices and eat fruit and vegetables they have grown themselves.
- Children and staff have strong bonds. Staff play enthusiastically with children and provide comfort and support when it is needed. Therefore, children feel secure.
- Staff are confident in their knowledge of how to safeguard children because they constantly refresh their knowledge through policy refreshers and online courses. There are robust recruitment procedures to ensure that new staff are suitable to work with children. Therefore, children are safeguarded well.
- Managers have a strong knowledge of how children learn. They share this with staff and parents through effective displays, which include examples of children's learning.

It is not yet outstanding because:

- Activities do not always provide children with enough challenges or opportunities to solve problems independently.
- Staff are not consistent in their use of open questions to extend children's thoughts and ideas.

What the setting needs to do to improve further

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

- offer children more activities which challenge them to discover things and solve simple problems independently
- further develop staff's use of open questions to help children develop their ideas and thoughts.

Inspection activities

- The inspector observed activities in the inside and outside play areas.
- The inspector completed a joint observation of a group activity with the manager.
- The inspector talked with staff, children and the management team at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, the provider's self-evaluation form and improvement plan, and checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Kerry Lynn

Inspection findings

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

Children learn effectively through play. Staff provide them with good opportunities to develop in all areas of learning through their chosen activities. In an ice cream shop role play area children write orders and read menus. They take on different roles and use mathematics as they sell food. Children show a particular preference for role play which staff embrace as they create areas in line with the children's interests. For example, they create a pirate ship area. Staff give children many opportunities to learn about the world around them. They watch tadpoles develop into frogs and grow beans. Children are eager to read; they sit and listen to stories as friends read to them. They learn to write as they paint with water in the garden and make patterns with stamper pens. The foundations for future learning are laid in a fun way. Staff and managers make effective use of an online assessment system to monitor children's progress and identify their next steps in learning.

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

Children are safe in the environment because staff make robust risk assessments. When children visit the local environment they follow pre-planned routes. Children operate with a great deal of independence in the pre-school because it is designed according to their needs. They are able to choose resources that are easily accessible. Staff extend learning opportunities in a cleverly-used outdoor area where children can develop physical skills as they ride bikes and catch balls. There are defined play areas outdoors which reflect those inside and which stimulate learning in all areas. Children feel safe in the environment. They are confident and inquisitive. Children interact beautifully with each other. They are kind and gentle with each other because they are given opportunities to care for things. For example, they look after a teddy bear which they take home. Staff encourage positive behaviour through using golden rules and regular gentle reminders. Staff are calm and gentle in their interactions with children and this is reflected in the atmosphere.

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

Managers support staff well in their professional development. An effective monitoring system is in place to help staff reflect on their practice. Staff observe and guide each other to improve their practice. Staff learn from courses and observe staff in other settings. Information from courses, such as ideas for managing turn taking, have been implemented and have a positive impact on children. Managers have a strong drive to improve practice. This is reflected in an action plan which accurately highlights areas for improvement and identifies how they will be dealt with. Parents are asked to comment about different aspects of practice. Their views are highly regarded. The setting has strong relationships with external agencies and works in partnership with them to benefit children.

Setting details

Unique reference number	130685
Local authority	Brighton & Hove
Inspection number	840795
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	35
Name of provider	Pepper Pot Nursery Ltd
Date of previous inspection	4 January 2012
Telephone number	01273 620335 01273 709595

Pepperpot Pre-School is one of two settings privately owned by the same provider. It was registered in 1998 as a baby unit and became a pre-school in 2012. The pre-school is positioned in the Elm Grove area of Brighton, East Sussex. The pre-school is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. The provision can accept funding for free education for three- and four-year-olds. There are seven staff. Of these, two are qualified teachers and four have early years qualifications at Level 3.

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