

Pepperpot Pre-School

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



Inspection date

20 July 2017

Previous inspection date

7 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff understand each child as an individual. They use careful assessments to determine their developmental needs. They plan with care to provide opportunities for each child to progress well.
- Children make good progress. For children who have special educational needs, staff and managers work in partnership with a wide range of professionals to ensure the children and their families receive the support they need. Managers and key persons use additional funding effectively to support individual children well and they progress in line with typical outcomes for their age.
- Children operate independently in the pre-school. For example, they select resources and initiate their own play. They show confidence as they play and interact.
- Managers use effective performance management strategies to help the well-qualified staff team continue to develop its skills and promote good outcomes for children. For example, through observing, mentoring and offering training, managers have enabled staff to support children better in developing their problem-solving skills.

It is not yet outstanding because:

- Staff do not consistently provide activities that help children to learn about the benefits of physical exercise on their health.
- At times, some parental involvement in their children's learning is less effective. Staff do not thoroughly encourage all parents to support learning at home or to feed back information about children's achievements to staff.

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 opportunities to engage in physical activities and to understand how this helps them to be healthy
- improve further the opportunities for all parents to be involved in their children's learning.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector talked with staff, children and the managers at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers review safeguarding procedures frequently and work well with staff to ensure they fully understand the signs that may indicate a child is at risk of harm. All members of the team have a confident knowledge of safeguarding procedures. Managers have implemented rigorous systems to help them reflect on practice and drive change. For example, they have worked with an adviser to change the ethos of the pre-school to one that is more child-led. This has resulted in children focusing more on their learning and play. Managers carefully monitor the progress children make and act on the information to ensure all children have equal opportunities to thrive. For example, they recently implemented more opportunities for children to use technology, such as making computer tablets and an interactive camera available at all times.

Quality of teaching, learning and assessment is good

Staff show skill in acting on children's play to extend their learning. They use well-worded questions to help children extend and develop their ideas. For example, when a child built a 'house' for a cuddly toy the staff member supported her to extend her house to include a door and play equipment for the toy. Staff promote early literacy skills effectively, for instance, children learn to distinguish letter sounds as they clap the rhythm in words at singing time. Staff teach children that everyone is different. They help children to think about differences that exist between them, such as eye colour or family set-ups. Staff teach children about the wider world, for example, they help children to experience different languages verbally and in written form.

Personal development, behaviour and welfare are good

Children have secure bonds with staff. When they leave their parents, they seek comfort from their key person and soon feel happy to go and play independently. Children behave very well. They work together and act kindly to each other. For example, when their friends liked the figures they made out of construction toys, they made one for them. Children frequently engage in turn-taking activities and games. Staff prepare children well for the move to other settings, including school. For instance, they follow routines that help children to cope with the more focused aspects of school. Children particularly enjoy activities such as school role play where they wear uniforms. Staff engage children in activities that promote an excitement about their next stages of learning.

Outcomes for children are good

Children show curiosity and focus as they explore and learn. For example, they find out about dough made from flour and oil. They fill containers with it and see how it falls through their fingers. Children show an interest in numbers and counting, ready for their future learning. For instance, they all guess and count how many children are present and recognise that it is easier to count children when they sit in rows. Children frequently show off their early writing skills in a variety of ways, whether it be when making their own books, painting or a drawing on a whiteboard.

Setting details

Unique reference number	130685
Local authority	Brighton & Hove
Inspection number	1089417
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Pepper Pot Nursery Ltd
Registered person unique reference number	RP524281
Date of previous inspection	7 May 2015
Telephone number	01273 620335 01273 709595

Pepperpot Pre-School is one of two settings privately owned by the same provider. It registered in 1998. The pre-school is situated in the Elm Grove area of Brighton, East Sussex. It is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. There is also an after-school club for children who attend Elm Grove Primary School. The provider receives funding to provide free early education for two-, three- and four-year-old children. There are five staff, of whom two have qualified teacher status, two have early years qualifications at level 3, and one has a relevant qualification at level 2.

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