

# Inspection of Peppermint Children's Centre

Franklin Way, Croydon CR0 4YD

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Inspection date: 18 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have fun exploring and investigating, inside and outside, this safe and stimulating setting. The positive experiences enable them to develop useful skills for their future. Children learn to ride scooters, balance, throw and catch in the outdoor area. This enhances their physical development and well-being. They enjoy exploring with paints and chinks, creating patterns and drawings, and talking together as they do so. Staff praise children, which places value on their efforts and what they have achieved. Older children learn to write their name and take pride in their success. Staff encourage children to sing songs and rhymes to support their communication and language skills. They provide targeted support for children who speak English as an additional language. Parents comment on how well their children progress in their spoken English, and the positive impact this has on their social skills. All children are settled and familiar with the routine. They play an active role in helping to set up and clear away, which supports their understanding of the importance of caring for their environment. The variety of activities on offer provide children with a strong start to their early education.

### **What does the early years setting do well and what does it need to do better?**

- Children are well behaved; they share their toys and take turns. Older children are confident and friendly. They interact positively, smile and greet visitors. Younger children learn from watching and joining in with older children. Staff skilfully promote children's confidence and social skills. They sing songs and play games to teach children each other's names and encourage them to talk about their feelings. This helps children learn to express themselves and consider the needs of others.
- Staff know individual children well and develop positive relationships with them and their families. The positive relationships across the setting result in children feeling secure, settled and confident.
- The newly appointed manager has put new arrangements in place for staff supervision to promote the best outcomes for children. She has a clear view of the curriculum and how she can best support the staff team to deliver it well. However, targeted support for individual staff is not routinely embedded to achieve consistency across the team. Nevertheless, the manager has high expectations and a clear vision of how she would like to take the setting forward to achieve the highest standards.
- Staff teach children to persevere and not to give up during challenging activities. For example, when pushing a tyre up a hill, children responded positively to encouragement and achieved what they set out to do. Staff skilfully plan games which challenge children to listen to instructions and follow directions.
- The manager has made improvements which have enhanced partnerships with parents. For example, parents now come into the setting when dropping children

off, to support a smooth handover. There is a new parent information board, which keeps parents up to date with daily events. Parents now complete settling-in records with the key person, and exchange information about what children enjoy and what they can do before they start attending. These new arrangements support continuity in children's care and learning.

- Staff support children well throughout the day. They follow children's interests and encourage them positively. For instance, they help younger children to dress dolls and encourage them to share their ideas and thoughts as they work together. This motivates children to chat as they develop physical skills, learning to manipulate the clothing. Staff notice when older children are keen to learn how to play hopscotch outside. They helpfully demonstrate the number patterns and children succeed as they jump in number order. This supports their physical and mathematical development. However, there are occasions when some staff miss opportunities to engage children in discussions to sustain their interest and extend their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are clean, safe and secure. Managers use effective recruitment procedures to check that staff are suitable for their roles. They have a clear induction programme so that staff understand the safeguarding policies and procedures. Staff demonstrate a good understanding of their responsibilities to keep children safe. They attend a range of training courses to ensure they know what to do if they have any concerns about the safety of children in their care.

## **What does the setting need to do to improve?**

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

- gain consistency in the quality of teaching across the setting and aim for the highest quality interactions between adults and children
- make the most of all opportunities to follow children's lead in conversations, and respond to what arouses their curiosity to extend their thinking and ideas further.

## Setting details

<b>Unique reference number</b>	EY306300
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10128430
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Acorns2Oaks Limited
<b>Registered person unique reference number</b>	RP910300
<b>Telephone number</b>	020 8686 3766 02086868103
<b>Date of previous inspection</b>	24 February 2015

## Information about this early years setting

Peppermint Children's Centre registered in 2004. It is located close to Valley Park in the London Borough of Croydon. The centre comprises a nursery and a pre-school, which operate during term time only. The nursery opens 8am to 6pm. The pre-school opens for the morning session from 9am to midday, and for the afternoon session from 12.30pm to 3.30pm. The setting receives funding for free early education for children aged two, three and four years. The provider employs seven staff, all of whom hold a level 3 early years qualification.

## Information about this inspection

### Inspector

Linda du Preez

## Inspection activities

- The inspector walked around the setting and conducted a joint observation with the manager to discuss the curriculum and children's learning.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The views of parents, staff and children were taken into account by the inspector.
- The inspector sampled planning and assessment records, and reviewed a range of other documents.
- The inspector held meetings and discussions with the management team.

We carried out this inspection 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.

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