

# Inspection of The Pepperbox Nursery

The Pepperbox Nursery, Clink Road, Frome, Somerset BA11 2EQ

---

Inspection date: 28 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children are happy and enjoy spending time in this warm, welcoming nursery. New children settle quickly and soon become familiar with their surroundings. Staff are attentive to children's needs. Babies show that they feel comfortable with the staff. For example, they climb onto staff's knees during play and seek them out for cuddles.

Children across all age ranges develop their independence skills well. Babies learn to wipe their own faces, while toddlers and pre-school children learn to put on their own coats and wash their hands before meals and snacks. Children are free to make choices throughout the day. For example, pre-school children can choose when they want to have snack and can freely access the outdoor area.

Children behave well. Staff have clear expectations about behaviour and consistently support children to work together, take turns and use manners. For example, children are encouraged to take turns during outdoor role play where each child takes a turn being a bus driver and driving their peers. Staff offer constant praise and encouragement, which supports children's self-esteem. As a result, the children respond well to direction and actively share resources.

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

- Staff implement themes of the week, which are incorporated in each activity and follow children's interests. Children make steady progress from their starting points. However, staff do not provide enough opportunities for children to explore mathematical concepts during their chosen activities. For example, children explore materials such as twigs, pebbles and shells to create their own pictures. They engage in rich conversation with staff about where the natural materials come from. However, they are not supported to develop their counting skills or awareness of shape and size.
- Children are developing a love of literacy. Reading stories is embedded as part of the daily routine for children of all ages. As children grow older, they demonstrate how they can handle books with care as they self-select reading as an activity of choice.
- The manager is a reflective leader who has a clear vision for the nursery. She improves the quality of the provision over time through effective coaching and mentoring of staff. Staff morale is high and their well-being is supported.
- There is a good balance between adult-led and child-led activities. This contributes to the wide range of experiences children have in the nursery. However, at times, staff do not consider how to use the space or manage the activities effectively. For example, children are sometimes gathered in the more confined areas of their rooms for group activities, such as circle time, or when

cleaning takes place. Noise levels increase and children disengage or cannot be heard, which limits their ability to express themselves or take part in the learning opportunities presented.

- The special educational needs coordinator has a good knowledge of children and provides personalised plans for them. Staff work closely with parents and other professionals to ensure that children with special educational needs and/or disabilities are well supported.
- Children are keen to explore outdoors. For example, younger children use chalks to make marks on the floor. Staff name the colours they are using and encourage them to talk about the marks they have created. Staff ensure that children have daily opportunities for physical development. For example, children balance on wooden beams, play in push-along cars and explore the soil and areas covered with bark, running up and down negotiating their space with peers.
- Parents are happy with the education and care provided, and they highly recommend the nursery. Parents are kept up to date with what their child has been doing on a day-to-day basis via an online app. Staff work in partnership with parents to design a personalised approach to children's transition when they start at the nursery. This supports children to settle quickly and to feel safe and secure.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff take appropriate action to make sure that the environment where children play is safe and secure. Children are adequately supervised while they eat to ensure their safety. Staff can recognise when a child might be at risk of harm. They know how to report any safeguarding concerns they have. The manager confirms the suitability of staff to fulfil their roles. This includes a robust recruitment process and ongoing suitability checks. There is always a first-aid qualified member of staff available on site to respond quickly to any accidents.

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

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

- review the routine group times to ensure that all children are interested and involved, allowing children to express and extend their language further
- plan and organise ways for children to count during their play, to extend their knowledge of numbers and mathematical concepts.

## Setting details

<b>Unique reference number</b>	EY317494
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10245140
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Pepperbox Nursery Limited
<b>Registered person unique reference number</b>	RP908922
<b>Telephone number</b>	01373 301176
<b>Date of previous inspection</b>	19 May 2022

## Information about this early years setting

The Pepperbox Nursery registered in 2005 and is based in Frome, Somerset. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery employs 22 members of staff. Of these, 13 hold appropriate early years qualifications. In addition, the nursery employs two cooks.

## Information about this inspection

### Inspector

Marie Swindells

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a tour of the nursery and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector and the manager carried out a joint observation and evaluation of an activity.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.
- The inspector looked at relevant documentation, including evidence of staff's qualifications and suitability and parental complaints.
- A leadership and management meeting was held with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023