

Inspection of Peppermint Children's Centre

Franklin Way, Croydon CR0 4YD

Inspection date: 1 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The manager has taken positive action following recent concerns that were raised. She has identified weaknesses in safeguarding practice and updated policies to reflect current guidance. Additionally, she has put in place regular monitoring systems and support for staff to ensure that these are understood and embedded into practice as part of the ongoing improvement plans.

Children arrive happy and are warmly greeted by friendly staff. Older children are pleased to see their friends and chat about the pictures they are colouring. In general, children cooperate and play well together. For example, older children discuss their role-play ideas and younger children learn to take turns on the slide in the garden. However, at times, staff do not consider the organisation of activities with care. This means that children become frustrated and impatient when there are not enough resources for everyone.

Staff aim for children to be confident and independent when they leave for school. They use themed activities to teach children about the world around them. For example, children learn about a range of festivals from different cultures. The curriculum is designed to help children to build on what they already know and can do. However, weaknesses in teaching impacts on the delivery of these learning intentions.

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

- Children are active learners and concentrate on activities that interest them. They enjoy exploring sand, building with construction bricks and colouring pictures. However, staff do not use their knowledge of all children's individual interests and developmental needs to tailor the range of activities and experiences which are offered to children. This impacts on children's attitudes to learning.
- Staff's teaching is inconsistent which impacts on the learning opportunities for children. At times, staff's interactions focus on responding to routine tasks, rather than engaging in children's play. Children therefore do not consistently receive support to develop their ideas or extend their thinking beyond what they already know.
- Staff have identified children with special educational needs and/or disabilities (SEND). Parents receive support to get additional help and/or assessments for their children. However, staff have not yet implemented strategies to support children's learning and ensure that their needs are consistently met.
- Parents feel well supported by the staff and report that communication with the setting is effective. They value the community atmosphere and the extra classes that are offered, such as dancing. Parents explain the care which their children

receive and know what their children learn at nursery. For instance, they comment that new visual timetables and pictorial feedback forms have been introduced to aid communication with parents who speak English as an additional language.

- Generally, there are high expectations for children's behaviour. Staff remind most children not to run indoors or throw toys. Children remind each other to share resources and help each other resolve disagreements. They comfort their friends when accidents happen, and cooperate in play, such as dancing together or taking dolls for a walk in the pram. However, staff do not adequately reinforce strategies to manage the behaviour of children with SEND, which means that children receive inconsistent messages.
- Children have opportunities to learn about healthy lifestyles. They enjoy healthy snacks during the day and staff talk to them about the foods they bring in their lunchbox. Staff provide opportunities to be physically active, such as dance classes and ball games in the garden. Children learn to put on their shoes and coats, providing them with skills which they will need when they go to school.
- The manager has implemented regular supervision meetings with staff to discuss their practice and identify areas for improvement. These have informed training plans and upcoming inset days, such as providing staff with opportunities to develop an understanding of supporting children with SEND. The manager has implemented an action plan for improvements across the nursery. However, there has not been sufficient time for the impact of this to be embedded yet.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to identify children at risk of harm and to report their concerns. Staff recognise the signs and symptoms of abuse and a range of child protection issues, such as female genital mutilation. Safeguarding policies have recently been updated to make clear the procedures to follow if there are allegations about members of staff. The manager has implemented suitable strategies to manage children's behaviour appropriately. Staff remind children of rules to keep themselves safe by reminding them not to run indoors or throw toys. They use robust and daily risk assessments to ensure that the environment is safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

ensure the curriculum is varied enough to support the learning needs of all children	30/04/2023
improve support strategies for children with SEND.	30/04/2023

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

- improve staff's interactions so that children have opportunities to develop their own thinking and ideas
- provide staff with opportunities to improve their knowledge of how children learn, particularly those children with SEND.

Setting details

Unique reference number	EY306300
Local authority	Croydon
Inspection number	10279258
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	44
Number of children on roll	25
Name of registered person	Acorns2Oaks Limited
Registered person unique reference number	RP910300
Telephone number	020 8686 3766 02086868103
Date of previous inspection	18 November 2019

Information about this early years setting

Peppermint Children's Centre registered in 2005. It is located close to Valley Park in the London Borough of Croydon. The centre comprises a nursery pre-school, which operates during term time. The nursery opens 8am to 4pm. The pre-school opens for the morning session from 9am to midday, and for the afternoon session from midday to 3pm. The setting receives funding to provide early education for children aged two, three and four years. The provider employs seven staff, all of whom hold early years qualifications at level 3.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector about what they enjoy doing while with the early years practitioner.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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