

Inspection of Peppermint Children's Centre

Franklin Way, Croydon CR0 4YD

Inspection date: 20 February 2024

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

Requires improvement

What is it like to attend this early years setting?

The provision is good

The nursery is well established in the community. Staff know the families well. They provide an environment where parents feel they can come for support and advice. The manager has effective, well-implemented procedures. Children who are new to the setting have a welcome visit. They are introduced at a pace that is comfortable for them and their parents. Staff's nurturing attitude helps children to feel safe and secure. New children settle quickly.

Staff have gentle interactions with the children. They share a love of learning with them. Children see staff as a secure base. The relationships between staff and children are respectful, which creates a positive ethos that supports children's personal, social and emotional development. Children feel safe and secure in the nursery.

Staff know the children well. They provide a curriculum with strong focus on the prime areas of learning to help children build a secure base for their future learning. Many children need support with their communication and language skills. Staff engage in meaningful conversations with children as they play. For example, they join children in discussions about their families. Staff are ambitious for children and make sure that all children, including those with special educational needs and/or disabilities (SEND), make good progress. They provide a range of experiences, such as inviting the local police officers into the nursery to meet the children.

Staff implement consistent routines that help children to understand the rules and behavioural expectations. Children respond well to these routines. Staff use effective strategies to support children with SEND.

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

- Managers and staff have created a curriculum that is well sequenced and supports the children's current needs and abilities. Staff know the children well. They understand what to teach individual children. Staff are skilful at building on children's existing knowledge through their meaningful interactions and by providing experiences that encourage children to achieve. Children have access to learning in all areas and are developing new skills and knowledge to prepare them for future learning.
- The manager and staff value parents as partners in their children's development. Staff give parents clear daily feedback about their child's day and how they can support children's learning further at home. Parents express their gratitude for the wonderful support and experiences given to their children. However, some parents are unsure of the identity, and role of, their child's key person, to

provide even greater levels of support for children.

- Children with SEND are well cared for and supported. The new special educational needs coordinator (SENCo) is proactive and skilled in seeking support and working with families. They ensure that professional support is swiftly put in place so that children get the help they need as soon as possible. The SENCo works closely with other agencies and provides effective support for staff, sharing information appropriately. Managers and staff have created an environment that is inclusive of all children. Staff plan activities that are adaptable and suitable to support all children's needs. Therefore, all children receive the support they need to make progress in line with their abilities.
- Children are confident and independent. Staff encourage good hygiene routines. Children wash their hands before eating, after using the toilet and after messy play activities. There is a good focus on encouraging children's physical development. Staff provides exciting opportunities to strengthen children's fingers and arm muscles. For instance, they join in with making play dough. Children have use of the outdoor space every day. They use different resources and equipment to support their large-muscle skills. During the inspection, older children especially enjoyed playing 'What's the time, Mr Wolf?' with staff.
- Staff talk to children and encourage their speaking and listening skills. They role model well, speaking clearly to children, repeating words, and making good eye contact and body language to support children's understanding. Staff use picture routines and learn key words in children's home language to support children who are learning to speak English as an additional language. However, staff are less consistent when using questions to encourage children to think and express their own ideas, to enhance the curriculum for communication and language further.
- Managers have worked tirelessly to make the necessary changes since the previous inspection. They now have a full staff team, which is committed and wants to provide the best care and support for children and their families. The team is committed to making continuous improvements to enhance the provision even further. Staff feel well supported. Their thoughts and opinions are valued. There is an environment of strong teamwork and respect. However, the monitoring of staff practice is not yet fully effective to enhance outcomes for children even more.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen relationships with parents so they are all aware of their children's key person
- support staff further to use questions more skilfully to encourage children's thinking skills and their ability to develop their own ideas
- continue to build on the monitoring of staff practice to ensure consistently good, or better, teaching.

Setting details

Unique reference number	EY306300
Local authority	Croydon
Inspection number	10284658
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	21
Name of registered person	Acorns2Oaks Limited
Registered person unique reference number	RP910300
Telephone number	020 8686 3766 02086868103
Date of previous inspection	1 March 2023

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 nursery opens term time, 8am to 4pm. The nursery receives funding to provide early education for children aged two, three and four years. The provider employs six members of staff, five of whom work directly with the children. All staff hold early years qualifications at levels 2 and 3.

Information about this inspection

Inspector
Marvet Gayle

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum for children.
- The inspector spoke to children and staff during the inspection.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector spoke to several parents during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about the support for children with SEND.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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