



National Day Nurseries Association



Quality Counts Assessment Report

Name of Setting	Pepperberry Day Nursery
Address	Cygnets Court Wilmslow SK9 5EL
Date of Assessment	24 th February 2020
Name of Assessor	Kay Heaford
Date of Award	17 th March 2020
Level	Platinum

Play & Learning

Throughout the day's observations, all children were happily engaged in their play and demonstrated an inquisitive approach to learning. The setting uses different colour coded planning to ensure all needs are met – these different colours represent, key skills and next steps, COEL, schemas and children's interests. This ensures that children are making the best progress. They have developed a system to ensure that all learning is captured, and individual needs and interests are planned for. Each child has a skill leaf on display which ensures staff focus on the next step of each child's learning. The children have easy access to their resources and a vast array of choice for their enjoyment. The resources and equipment are age appropriate and promote curiosity and challenge. Practitioners are highly motivated, and this is shown through the enthusiasm in the separate rooms. Each member of staff gives time and respect to every child. Quality interactions between staff and children demonstrate how staff have a sound understanding of how children learn. Although the nursery is busy there is a calm atmosphere which is consistent in every room. Children demonstrate high levels of respect for others during the day. They show positive attitudes to learning and are kind and courteous to each other. They speak to adults with confidence, demonstrate independence and are extremely self-assured. Staff are attentive to children's individual needs and know each child very well. Children are happy, emotionally secure and display a strong sense of belonging. There is a clear structure of managers, leaders and practitioners, without anyone feeling inferior. All members of staff spoken to have self-motivation and a passion for their role, they are skilled at providing an interesting and challenging curriculum both indoors and outdoors. The scrutiny of the cohort tracking has allowed for major changes and improvements that, although recent, are already having an impact on practice.

The areas identified in ICT have led to new equipment being purchased and staff using this to support gaps in learning. Staff commented on how the interactive white board and Bee Bot have supported children to understand how to complete simple programmes on a computer and understand that information can be retrieved. Children are also showing progress in their skills by making toys achieve effects and have gained a real interest in technological equipment. This enhancement has shown progress through the development matters and the next stage of learning.

The daily routine of the setting is fluid and flexible with the rooms allowing for physical and rest times. Each room has a quiet area that is inviting and comfortable. The children were able to access these areas as and when they needed to. The setting also benefits from a superb and magical sensory room with fibre optic stars and spaceships, which is used frequently by all children who need a change of environment and a calming time. This room is also used twice a week to support a child with additional needs and is a quiet and private space for both parents and visitors from specialist support services. Children benefit from the many opportunities to experience a variety of extra-curricular activities, such as Spanish, yoga, sports and baking with the chef. They regularly make visits into the community to places such as, the fire and police station, local opticians and the church to promote the children's awe and wonder of the world around them. The nursery is also visited by the local hairdresser to further support the needs of busy parents and enjoyment for the children who would like a haircut.

Parents are partners of the setting and have opportunities to contribute in all stages of their child's nursery life. Effective partnerships with parents are of paramount importance. This is adopted through influencing the home learning environment; sending information home about how children can further their learning, sunshine care bear, liaising on the parent EY log and Facebook, accessing the learning journals online, parent consultations and questionnaires using survey monkey, having parent focus groups, open days, stay and plays and first aid training. There is a parent board where they are signposted to other professionals and services, as well as information about the book and rhyme of the week, menu and other relevant information. All parents spoke to on the day gave extremely positive feedback.

The setting has a SENDCo, who is known to the whole team and provides information, advice and guidance with any concerns the key persons may have with their children. The SENDCo has developed very positive relationships with other professionals to ensure that the right support can be sought in a timely manner for all children who may need it.

Health, Safety and Well-being

Safeguarding policies and procedures are detailed and effective. The DSL is the manager who has completed NDNA's train the trainer in safeguarding to ensure that she keeps staff up to date with all relevant safeguarding information at staff meetings, yearly refreshers and supervisions. In her absence staff know to contact the nursery director and LADO /Ofsted with any concerns. The policies are shared in the staff handbook, on the website, on staff lanyards, in every room and any updates are discussed and signed. New staff have a meeting weekly to ensure that they understand the policies and can ask questions about how these are put into practice. A new staff member (in post for 3 months) was confident to explain these procedures and knows who the DSL is. Staff meetings and supervisions have safeguarding on the agenda each time. Training is completed in various formats including online courses on 'Skillsby', in house training and quizzes/scenarios. All staff can communicate the safeguarding procedures and have an excellent understanding of where to find the information they need. The safeguarding information in each room is standardised. Records of safeguarding concerns are kept confidential and locked away. The management team ensure that follow ups are made and any concerns monitored. Staff supervise children well and check all areas of the nursery to ensure any possible risks to children are effectively minimised or removed.

Sleep times and care routines are carried out with the child at the nursery, ensuring that they feel safe and secure. Emotions are acknowledged and empathy is shown. Children are provided with healthy well-balanced snacks and meals that meet children's individual requirements and parents' preferences. Allergies, intolerances and food preferences are managed using links with the parents and health care professionals, this is clear for all staff members and is updated and communicated well. The nursery is currently looking at growing their own vegetables and will be completing an assessment for a Healthy Eating Award. Children are physically active throughout the day and staff promote their understanding about the importance of a healthy lifestyle. Care, hygiene and safety is consistent, and the children are included in risk assessing and carrying out their own care routines.

Independence is promoted and the children have free choice in selecting which resources and areas they are most interested in. Inappropriate behaviour is supported well and is inclusive to all families. Behaviour strategies include 'keys to a good day,' rewards, sunshine care bear, positive praise is given and shared and children are given responsibilities. Children's behaviour is exemplary, and staff are positive role models who expertly support children to develop confidence and a highly positive sense of self-esteem. Staff gently encourage children to resolve any disagreements independently and encourage kindness and consideration for each other. Children enjoy yoga sessions which help to

develop an awareness of mindfulness and how to think calmly about their different emotions.

Transitions are managed well between rooms and the move to school. Staff share photos of the children's new teachers and uniforms and ask past children to come and talk to the older children about their school day. The key persons share detailed transition reports between the rooms which are shared with parents. Learning journeys and the children's tracking is shared with teachers, who are invited into the nursery to observe and meet with the children. Early phonics sessions and reading schemes are introduced to the older children and lunch routines prepare them well for the transition to school which supports well-being exceptionally well.

Observations on the day show that children are keen to share their achievements and staff are very caring and attentive to their needs. Staff supervisions and peer observations demonstrate that the children's care and well-being are at the heart of all they do.

Leadership & Management

The highly ambitious manager fastidiously assesses the provision and produces detailed action plans, these plans then chart a course for further and continual improvements. There is a robust system for moderating observations and assessments, with each one needing to be checked by the management team. If any concerns arise from these assessments or observations, staff are supported with this process. The director of operations ensures that all compliance is met and those with governance carry out their role effectively.

There is a clear structure in place that all the team understand including managers, leaders and senior roles. This is communicated to families and displayed for all visitors. Leaders ensure that all staff, parents and their children are fully included in the identification of what needs to be improved in the setting. There is a room leader in each room who ensures that routines are consistent, and that the environment is enabling, homely and fosters curiosity.

Staff performance is measured through very detailed peer observations, regular supervisions, an open door policy, mid-way chats and appraisals. Staff meetings have a regular agenda that includes safeguarding and health and safety, as well as a training agenda. The training agenda includes the new Education Inspection Framework, transitions, and developing outstanding practice. The manager adds any relevant changes to this as staff requests are shared during supervisions. The minutes are taken and shared with each member of the team. There are dates in place for the year ahead and this is communicated well in advance to all the team.

Ongoing parental feedback is sought through surveys, focus groups, verbal discussions, social events and questionnaires. Comments are considered carefully when making improvements. The strong parental partnership is very

visual to see around the setting with 'you said – we did' speech bubbles in the entrance hall and satisfaction percentages gained through survey monkey. Parents are involved with their children's learning journey throughout the nursery. This starts with information exchanges that inform the baseline for their child as they start at nursery. Daily verbal exchanges, dairies, individual learning plans, overviews of learning and parents 'evenings and observations shared on the setting's EY log ensure that parents are kept up to date and informed about their child's progress

The ethos 'learn, enjoy and flourish' is deeply embedded into every team member's practice, they can all discuss the aims of the setting and have a clear passion to achieve this as a team. The nurturing approach from the staff is role modelled by the managers, and leaders who support staff's professional development very well. They ensure that their workload is manageable and does not impact negatively on their well-being. There are rewards and incentives such as, the kindness box, gift vouchers, and the staff star of the month on display, which impacts on the very positive atmosphere where praise and recognition is consistently given.

The community in which the setting is based is considered and used to enhance the settings partnership with the community. For example, children visit the local police and fire station and take part in the annual sunflower growing competition. The nursery offers numerous extra-curricular activities and is held in high regard within the local community. The Nursery is a member of the local Rotary club and prides itself on upholding strong values when seeking and serving those less fortunate.

The nursery manager is aware of the changing local and national changes to population which will impact on the nursery viability. Plans to mitigate this are built into the nursery business plan and set out by the Financial Director and the Director of Operations alongside the nursery manager.

Plans are put in place to ensure that the capacity of quieter days is targeted when offering places for prospective families. Close monitoring of the enquiries and tours show a demand for particular days' mid-week due to many parents working part time hours, therefore the Directors work closely with the management and put a plan in place to add additional classes and offer sessions to suit individual needs as well as support the business

The organisation of the setting's documentation is exemplary, with colour coded and labelled folders, as well as all rooms having a standardised format for documents in the room. All records are kept up to date and are signed, dated and referred to. There is a robust cycle for procedures such as induction, supervision and appraisals, which all link to each other making the process meaningful and purposeful.

The manager supports development extremely well through highly effective mentoring systems. Regular training opportunities are provided, and staff are highly motivated to continue their knowledge and skills. Staff well-being is given high priority and staff comment on the positive support they are given.

The promotion of diversity and equality is woven into the fabric of the nursery.

Staff embrace the different backgrounds of all children. They encourage parents to consider how they teach their children about the wider world in which they live, through regular discussion about the differences between themselves and others.

Transitions to the next stage of learning, whether school or the next room is supported extremely well.

Workforce

Staff qualifications and continuous professional development is held in high regard. All staff have a level 3 childcare qualification as a minimum and out of the total staff team of 26, 2 have QTS and 8 have a level 6. There are currently 4 apprentices working towards a level 2. All room co-ordinators hold a level 4 qualification, leaders and managers are studying for their foundation degrees.

Training is bought in for INSET days, staff attend training hosted by the nursery manager, Local Authority and they subscribe to an on-line provider to ensure that staff are trained and up to date. The setting has been awarded the NDNA's Millie's Mark Award which inspires excellent in paediatric first aid, equipping settings to deal with emergencies. Part of this entails all childcare staff having a valid paediatric first aid qualification. The nursery has also achieved the Investors in People award. The nursery only uses university or college students as bank staff, as and when required, and take pride in ensuring that these candidates are of a high quality with a genuine interest in child development and care.

Leadership is inspirational, underpinned by the philosophy that children are the priority, linked to the nursery motto of 'Learn, Enjoy, Flourish' and the quality principles which staff strive hard to aspire to. Staff consistently reflect on practice and show a dedicated approach towards the pursuit of excellence and in maintaining their outstanding judgement twice received by Ofsted.