

Pepperberry Day Nurseries Ltd

Hawthorn Street, WILMSLOW, Cheshire, SK9 5EL

Inspection date

Previous inspection date

10/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. All practitioners have an excellent awareness of how young children learn.
- Children are happy, motivated and eager to learn. They show consistently high levels of independence, curiosity and imagination and demonstrate extremely positive behaviour and strong self-assurance.
- Indoor and outside areas are vibrant, and rich with imaginative age appropriate resources of excellent quality and quantity which are used for structured play opportunities.
- The successful implementation of the excellent key worker system ensures children are nurtured and supported in the early development stages of their care.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the four play rooms and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and read the self-evaluation form.
- The inspector took account of the views of parents from information included in the settings own parent survey.

Inspector

Lesley Bott

Full Report

Information about the setting

Pepperberry Day Nursery was registered in 2011. The nursery is situated in Wilmslow, Cheshire and serves the local area. Children are cared for in four designated areas according to children's ages and stages of development, on both the ground and first floor of the premises. There is a fully enclosed area available for outdoor play.

The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to

6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 116 children on roll all within the early years age range including children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 23 members of childcare staff, 17 of whom hold early years qualifications, while two are working towards a qualification at level 3. Two staff are qualified to degree level, one with Early Years Professional Status and one with Qualified Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance support for children's independence to allow them to explore and use their imagination more during activities, in particular planned activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children have excellent opportunities for learning. The levels in which they succeed is enhanced by practitioners who are highly motivated and enthusiastic. They capture children's interest and recognise fully that children learn through play. Teaching techniques are outstanding across the provision as weekly planning is carried out by key persons taking into account individual interests of the children within their group. Assessment is precise, sharply focused and includes all those involved in the children's learning. Children's early writing skills are developing well and evidence of this is displayed around the rooms. Older children label their own work and practise emergent writing in a variety of situations. Three-year-old children are very confident with the sounds of initial letters. Using the interactive board they work through the alphabet, with action songs as they identify and pronounce the letters. They are able to identify specific objects that begin with the sound, recognising if it appears in their own name.

Children are secure in communicating their needs and preferences. This is enhanced by practitioners who know and understand their key children. For example, older babies and toddlers develop their language skills by repeating vocabulary introduced by practitioners as they push and pull the cars crushing the cornflakes. All children are encouraged to raise things they are unhappy about and are observed accordingly to gauge responses from children not yet capable of vocalising their feelings by innovative teaching methods. An

inspiringly resourced learning environment, organisation of planning and practitioners' secure knowledge of children's targets ensures that every opportunity is made to support and extend children's learning across all areas. Practitioners are skilful in the ways in which they use adult-led and child-led activities to question and challenge children's thinking. When children are choosing to have water play, they are offered a choice of bubbles or glitter in the water to enhance the experience which gives children choice and builds on their interests.

The contribution of the early years provision to the well-being of children

A highly successful implementation of the key person system and innovative deployment of practitioners ensures that all children form secure emotional attachments. This provides a strong bond for practitioners to nurture and support children's developing independence and exploration in developing skills for future learning. Children display high levels of confidence and self-esteem within the exceedingly safe and secure setting. Practitioners consistently give the highest priority to the safety of children as all rooms have bio-metric fingerprint recognition pads. This allows parents access to their child's room but no others, recording when parents and staff enter and leave a room.

Babies settle well as practitioners discuss with parents the children's likes, needs and routines prior to them starting. Their early investigative and curiosity skills are promoted through the use of an excellent range of resources, including treasure baskets filled with single and multiple items, the sensory room and textured shapes, objects and displays within the monochrome area. Transitions between rooms are monitored and planned. Observations take into account the child's progress, development and readiness for the move, in conjunction with parental involvement through discussion. 'Transition boxes' are located in each room to ensure parents and children have opportunities to see pictorial evidence and details of daily routines and activities that are carried out in that room, making their move less stressful.

Older children develop excellent self-care skills, for example, as they self-serve at meal times and help at tidy-up time knowing and understanding where equipment is stored. Toddlers are given photographs adjacent to their coat pegs which helps in the routine of hanging up coats and bags. Children are supported to be inquisitive and given opportunities to develop their own skills through a variety of open-ended resources and staff being positive role models. Care practices ensure children are happy and enjoy what they are doing, although sometimes children are not able to fully develop and explore their independence during planned activities. Practitioners help enrich children's language skills as they sit together at meal times. They encourage communication, developing social skills by encouraging age appropriate interactions with their peers making mealtimes a social occasion.

The effectiveness of the leadership and management of the early years provision

The management staff at the setting set high aspirations for quality. The nursery's motto of 'Learn, Enjoy, Flourish' underpins the principles, ambition and practice that the nursery

is built upon. Accurate identification of priorities have been addressed through the holistic approach to self-evaluation. For example, the management staff identified the need to monitor tracking and have purchased software to assist with this and linked it to the nursery's management operating system. The registered person has a wealth of experience and skills within the early years environment, and has implemented systems and procedures into the nursery that have been embraced at his other settings. This means he is bringing already tried and tested systems and management skills into this new setting to enhance all aspects of the highly skilled workforce, which is reflected in the effective teaching methods adopted. A robust recruitment, induction and performance management system is in place to ensure that practitioners' strengths are valued and recognised and targets set that identify areas for improvement. Excellent systems are in place to monitor staff performance formally through supervisions and appraisals, as well as informally through peer observations of practice.

There are rigorous systems in place to observe, assess and monitor each child's progress. Practitioners with defined responsibility liaise closely with a wide range of professionals and work together to support children and their families. Care plans are in place and reviewed regularly to ensure children's needs are being exceptionally well met through highly effective partnership working. Extensive partnership working with children's parents, as well as, appropriate professionals, enables parents to play a full and active role in their child's learning. Parents' views are taken on board via questionnaires and surveys as key components in developing plans and objectives for the nursery. Evaluations of the latest questionnaire are displayed in pie chart format within the reception to share the findings and develop open relationships. Arrangements for safeguarding children within the provision and work with families and outside agencies is exemplary. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow. Management have robust systems in place to monitor and audit staff's on-going knowledge.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY429884
Local authority	Cheshire East
Inspection number	790965
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	95
Number of children on roll	116
Name of provider	Pepperberry Day Nurseries Ltd
Date of previous inspection	Not applicable
Telephone number	0151 7270083

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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