

Pebbles Day Care

Inspection report for early years provision

Unique reference number

EY344875

Inspection date

13/04/2010

Inspector

Lisa Toole

Setting address

Catholic Church Hall, Fort Road, Newhaven, BN9 9QQ

Telephone number

01273 516 099

Email

Type of setting

Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Pebbles Day Care opened in 2006. It operates from a church hall in Newhaven, East Sussex. A maximum of 30 children may attend the nursery at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides care for children aged from three months to under eight years and is open each weekday between 8.00am and 6.00pm 51 weeks of the year. All children share access to a small enclosed outdoor play area.

There are currently 58 children from four months to under five years on roll. Of these, 19 children receive funding for the provision of free early education. The nursery currently supports children with special educational needs and/or disabilities, and also supports children who speak languages other than English.

There are eight members of staff, seven of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a rich, colourful and stimulating environment, where they are cared for by a dedicated team of staff who are committed to improving the nursery further in order to enhance the outcomes for every unique child. The nursery is well-organised, with a curriculum based around the needs and interests of each child who attends; this results in children making good progress in all areas of learning, taking account of their starting points and capabilities.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further opportunities for children to practise design and making skills
- develop further the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children's welfare is given due consideration by all of the staff, who have a good understanding of their role and responsibilities along with the nursery's policies and procedures. Appropriate safeguarding measures are in place; staff are fully aware of child protection procedures and they provide children with a safe, secure nursery environment. For example, risk assessments are carried out daily and before any outings are undertaken to help reduce any potential hazards to

children, with records maintained of any work that needs to be carried out to improve the premises and equipment. The nursery is strongly led by senior management who have a clear vision for the future. This includes developing the outdoor play provision so that children can have access to more free space to play and move around in, as well as staff developing their professional knowledge and skills as childcare practitioners to further enhance learning opportunities for the children. Staff meet weekly to evaluate their provision and identify areas to develop further. They have completed self-evaluation to a good standard, but do not always comprehensively show what their targets for improvement will mean for the children. For example, staff have identified a target to increase the use of Makaton signing and undertake further training to enable them to do this, but they have not fully considered what positive effect this has on the children and their inclusive practice.

All of the mandatory documentation is in place and appropriately maintained as part of their systems to safeguard children. Recruitment procedures are robust; staff are encouraged to do short courses and have regular appraisals to help identify good practice and targets for the future. All of the staff demonstrate a positive attitude, work well together and are good role models for the children. They have a good understanding of the Early Years Foundation Stage and how to provide good key person support to each child and their family so that everyone feels included regardless of their ability, ethnicity or need. Partnerships with parents are strong; this is reflected in the positive comments they make about the nursery and staff. Parents are actively involved in their children's care and learning, receive regular newsletters and information about the curriculum. They particularly like the children's learning journals which help them learn more about what their child does during their days at nursery. Children with special educational needs and disabilities and families with English as an additional language are given good levels of support through the positive partnerships the nursery has formed with external agencies such as social services and health visitors. This means that every child is truly respected and helped as an individual with their own specific needs and interests. For example, the nursery works with parents who speak languages other than English to find out about key words their children may use, to aid their integration and ensure their needs can be supported consistently. Relationships with other childcare settings, such as childminders, are also good; this again benefits the children who keenly talk about their different experiences at nursery and the childminder.

The quality and standards of the early years provision and outcomes for children

Children are very happy, settled and show they feel safe in the nursery. The vast majority of children settle very quickly on arrival and anyone who is a little tearful is given cuddles and reassurance by their key person to help them feel more content. The children confidently move around the nursery as they play, expressing their wishes without hesitation and enjoy making their own decisions about what they do and play with. They are able to feel a strong sense of belonging because of the lovely, colourful environment in which they are cared for, which is displayed with a vast amount of their creative work. This includes a

gallery where children can put up their own drawings and paintings for everyone to see and this positively fosters high levels of self-esteem.

Staff have a good sense of fun, clearly enjoy their roles and provide children with a diverse range of activities across all six areas of the Early Years Foundation Stage curriculum. Children delight in expressing themselves through different mediums, painting their hands and then making different patterns as they press them onto paper. Children's communication, language and literacy skills are given high levels of support and encouragement. They delight in hearing staff make up stories, using puppets as props to enable the children to really use their imaginations. Outdoors children re-enact parts of popular stories, such as pretending to go on a bear hunt. Children speak with confidence; babies babble and learn important early language skills through good adult support and interaction. Numeracy and problem solving form part of the children's every day activities, through adult-led and child initiated activities, such as playing dominoes on the floor, learning counting skills and working together collaboratively. They have many opportunities to be creative; dressing up and role play, playing musical instruments and using different materials and tools for a purpose. They have some opportunities to learn about design and making things, though this is an area for further consideration in order to help children's all-round creativity. Children are well behaved, show compassion and consideration towards their peers and benefit from good role-modelling by adults. Boys and girls are considered appropriately as equals, and children learn positive messages about inclusion, diversity and equality through topic work and celebration of culture and religion through the year. All of the children are able to learn about important skills for the future, including information technology because the nursery has a good range of equipment, helping them learn how to use a computer and gain good hand-to-eye coordination.

Children's learning and development is closely monitored through good observation and assessment systems. Staff then make good use of this information to inform their future planning to ensure it arises from the needs and interests of the children. For example, children bringing in packets of seeds prompts staff in to working outdoors with the children to prepare pots for this year's planting, after successfully growing food such as cherry tomatoes in the past. These kinds of activities also help the children learn about healthy eating and taking care of themselves through practical life skills. The children enjoy their meals and snacks, sitting together to eat so they learn good table manners and enjoy the social aspects of eating together. Fresh drinking water, a range of fresh fruit and vegetables all contribute to keeping children healthy, while brushing teeth after meals also teaches the children about a healthy body. Daily routines are in place to help children keep clean, where they enjoy singing their song about washing hands. Staff ensure all areas of the nursery are cleaned throughout the day and that good nappy changing procedures are followed to reduce risks of cross infection. Accident and medication records are well maintained and the majority of staff hold a first aid certificate. Activities such as fire drills, visits from the emergency services and nursery rules help children learn about the importance of keeping safe and helping others stay safe too.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----