

Pebbles Day Nursery

Inspection report for early years provision

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Inspection date	19/04/2011
Inspector	Lindsey Cullum

Setting address	The Old School, Station Road, Great Ryburgh, FAKENHAM, Norfolk, NR21 0AE
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Pebbles Day Nursery opened in 2010 and operates from four rooms in a converted school building at the Old School, Great Ryburgh, near Fakenham in Norfolk. Children have access to two enclosed outdoor play areas. Children and families who attend travel from the village and surrounding rural area. Children attend for a variety of sessions each week.

The nursery is registered on the Early Years Register. A maximum of 37 children between the ages of three months and five years may attend the nursery at any one time. There are currently 17 children within the Early Years Foundation Stage on roll and the nursery is in receipt of government funding for nursery education. The nursery is open each weekday from 8am to 6pm all year round, except for Bank Holidays and a week at Christmas. Overnight care is not provided.

There are three members of staff, alongside the owner/proprietor, who work with the children. All hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for within the Early Years Foundation Stage and are making good progress in their learning and development. They benefit from a welcoming and child-centred environment where they are well supported by enthusiastic and caring staff. Strong partnerships with parents and systems to develop partnerships with other settings and professional services contribute to children's individual needs being actively met. Most records and documents to support children's well-being are in place. The setting is positively led by the owner and management team who have established effective systems for monitoring and evaluating the provision to enable the setting to identify and action areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment system to ensure children's progress is fully tracked
- ensure that clear information is documented on each child's records about who has legal contact with the child and who has parental responsibility for the child
- strengthen the links with other provisions children may attend in the future to further support children's transition to school
- extend the range of sensory resources available within the younger group room.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect as the owner and staff have a secure understanding of safeguarding issues and are confident of how to refer any concerns. Staff attend training to update their knowledge and information on safeguarding is easily accessible. There are rigorous systems in place to ensure that all staff who work with children are qualified and suitable. Detailed risk assessments are in place for the premises and for outings, and daily checks are conducted to minimise the risks to children and to ensure the premises are safe. The setting actively supports children in developing their own awareness regarding safety matters to ensure they are well prepared for future independence. Children practise fire evacuation routines, clear away resources which may present a hazard for others and know how to use tools, such as scissors, safely. All documentation is clear and accessible. However, some children's records do not contain information on who has legal contact with the child and who has parental responsibility for the child, which may compromise children's welfare.

Staff are well qualified, enthusiastic and have a good understanding of their roles and responsibilities contributing to children's welfare and learning. They are highly committed to the children and ensure that children are at the heart of everything that happens. The owner and staff are constantly evaluating the provision and have clear action plans in place for the development of the setting, which will bring about ongoing improvement. For example, plans are in place to further develop the outdoor area at the front of the premises to include a separate area for babies and younger children and additional resources for physical, imaginative and exploratory play, enhancing children's learning opportunities.

The setting succeeds in providing a bright and stimulating environment which is well designed to support children's independence. Resources throughout the nursery are fully accessible, allowing children from an early age to select items for themselves. Children move confidently around the setting, freely choosing when they would like to play outdoors or enjoy creative activities in the messy play area. Displays of children's artwork and photographs create a welcoming atmosphere and promote children's sense of belonging. Routines are flexible and geared to children's individual needs.

Children benefit significantly from the strong, trusting partnerships which develop between the staff and their parents. An effective key person system ensures that children's needs are known from the point of entry to the setting, and children are fully included and able to work and play at their own level of development. Friendly, daily liaison ensures that parents are fully involved in their children's learning and development, and they are able to contribute their ideas and support children's learning at home as they are encouraged to view activity plans. Parents provide very positive comments about their children's experiences within the nursery. They particularly enjoy the online communication books they receive via email at the end of each day which include information on their children's routine, meals, activities enjoyed, progress observed and photographs so they are able to fully share in their children's experiences. All children's records are easily accessible

to parents and the children. The nursery is establishing effective systems to support children as they move on to their local primary school, with an ongoing target to establish links with a greater number of schools to aid the transition process further for children who will attend schools outside the local area.

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

Children are happy, secure and settled within the nursery. They make good progress in their learning and development as staff have a secure understanding of the Early Years Foundation Stage and use this to effectively plan a diverse range of activities that are derived from children's interests and are well matched to their abilities. Staff work closely with parents to establish children's starting points, identify likes and dislikes, promote consistent routines and build relationships with both the parents and the children for whom they are responsible. Children are encouraged to be involved in the compilation of their 'special books' which are accessible so they can talk to staff about the photographs. Regular observations are made to assess children's progress; their next steps for learning are identified and used to develop individual plans. However, assessment methods are still developing and do not include observations and information from a variety of sources to ensure that these are comprehensive and fully track children's progress. Planning is based around children's current interests and takes in to account individual children's capabilities so they are suitably challenged and eager to learn through their play and first-hand experiences.

Staff are caring, affectionate and responsive to children's needs, building trusting relationships and encouraging children from an early age to be confident, curious and explore their environment. Babies settle very well when left by their parents and demonstrate they feel safe and secure with the staff. Their routines are respected and staff know the children very well, enabling them to assess when children become tired or hungry and sensitively meet their needs. Babies have their own base room which is suitably resourced and equipped. However, this room is not sufficiently rich in resources to fully stimulate children's sensory development. Young children spend parts of their day outside and staff make full use of the messy area where babies explore and experience materials such as paint, water and sand. Children also eat meals together in the larger room so this is a social occasion and older children interact with the younger ones.

Children's independence skills are very well fostered. They make choices throughout the day, such as when to have a snack or play outdoors. Children confidently move around the different areas and freely access resources to add to their activities, for example, selecting different coloured paints for their pictures. Children have vivid imaginations and eagerly engage in role play with their friends, for example, they turn the home corner area into a dentists and negotiate who will be the dentist and who becomes the patient. They act through scenarios which are familiar and enjoy dressing up to add to their play. Children confidently communicate their ideas to each other and frequently join in conversations, demonstrating a widening vocabulary. They thoroughly enjoy stories and listen avidly as staff read. They become fully involved in familiar stories, joining in with

the words and actions. Plenty of opportunities are available for children to mark make and understand that print carries meaning. Older children self-register and signs are present throughout the setting or used in their role play, for example, 'Danger Construction Site' signs are used by children when role playing building sites in the sandpit. Children use tools with dexterity when they cut out pre-drawn shapes for their pictures or help mix the ingredients for chocolate nests when cooking. Mathematical language is encouraged and children are helped to recognise capacity and understand measurement and weight. Children count during everyday activities, such as setting out cups for snack, and are able to predict how many more they require. The messy area is very well used to provide children with opportunities to be freely creative or explore and experiment with a range of materials. Children enthusiastically paint either on easels or at the table, and they stick and create their own pictures using a wealth of resources, for example, making a snowman with pom-poms, foam sheets to make eyes and painting the background with carefully selected colours to depict the sun. Staff skilfully ask questions to seek out what the children know to build on their learning. For example, they talk about what might happen to the snowman if the sun is shining. Children delight in exploring the texture and properties of sand, water, shaving foam and dough. Their understanding of the natural world is enhanced as they take part in planned activities, such as, planting and growing, and studying the weather and seasons.

Children are encouraged to adopt healthy lifestyles in which healthy eating and enjoyment of exercise are encouraged. They are provided with healthy snacks which older children help to prepare and serve. Meals take in to account healthy eating principles and children's dietary needs and are freshly prepared in the setting. Children are encouraged to try a variety of foods and are aware that they are trying to grow some vegetables in the setting which they will be able to eat. Drinking water is accessible and children freely help themselves. They are aware that in warm weather they need to drink regularly, wear sunhats and stay out of the hot sunshine in order to protect themselves. Children enjoy playing outdoors throughout the year and the nursery provides suitable clothing, such as waterproof suits, so children can go outdoors for fresh air and exercise in all weathers. Everyday routines encourage children to develop good personal care and hygiene routines, for example, children independently wash their hands before eating or cooking activities and clean their teeth after meals. Children know when they need to rest or sleep and seek comfortable cushions for a quiet rest or settle quickly to sleep in cots. Babies are sensitively cuddled while being fed their bottle, with eye contact and smiles from the adult to help them feel secure. All children are actively included in events and the setting ensures children are surrounded by positive imagery of the wider society and celebrate world festivals. Children's social skills are well developed from a young age and they are very well behaved. They share and cooperate effectively with friends and are treated with respect by staff, who are good role models. Clear boundaries around acceptable behaviour help children to feel secure and develop a sense of right and wrong. As a consequence, children are developing skills which will equip them well for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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