

# Little Pebbles

Inspection report for early years provision

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**Inspection date** 24/01/2012  
**Inspector** Vicky Vasiliadis

**Setting address** Sangam Community Centre, 210 Burnt Oak Broadway,  
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**Type of setting** Childcare - Non-Domestic

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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**

Little Pebbles was registered in 2011 but opened in 2012. They are located within Sangam Community Centre in Edgware, in the borough of Barnet. The setting is open Monday to Friday from 8am to 6pm throughout the year, except for two weeks at Christmas. A variety of sessions are available. There is access to a secure outdoor area at the front of the premises.

The setting is registered on the Early Years Register. They are registered to care for a maximum of 62 children, with no more than 24 children under two years. There are currently 25 children on roll within the early years age range. The setting is in receipt of government funding for early education. The setting supports a number of children with English as an additional language.

The setting employs seven staff, of whom four hold appropriate qualifications, including the joint Registered Persons/managers. One member of staff is currently training towards an early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, children are making good progress in their learning and development. The systems for observing and assessing children's development are successful. Partnerships with parents and carers are effective and children's individual needs are well met. The systems for information sharing with others continue to develop. The setting is focused on how they can improve outcomes for children. As a result, they continue to identify areas in their practice that are likely to bring about sustained improvements.

## **What steps need to be taken to improve provision further?**

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

- strengthen the systems for working with professionals from other agencies, such as local and community health and social services, to identify needs and provide the best learning opportunities for children.

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

Children are safeguarded, as practitioners are clear of their roles and responsibilities in relation to identifying possible indicators of abuse and reporting

any concerns. Children are protected from unvetted individuals as robust procedures are in place to ensure that those whose suitability has not been checked do not have unsupervised access to the children. In addition, the management team ensure that there are appropriate recruitment procedures in place. Practitioners are well deployed to ensure children are appropriately supervised and routines run smoothly. Effective risk assessments processes are in place, and appropriate action is taken to reduce potential hazards to the children. Subsequently, children's welfare is well promoted.

Although the setting has only been in operation for a very short period of time, the management team has a clear vision and knows where the strengths of the setting lie and where improvements are needed. They are able to identify realistic but challenging steps for improvement. For example, the setting wishes to develop the outdoor area to further improve outcomes for the children. The views of parents and carers are sought verbally and systems are available for the parents to leave feedback on the settings website or the comments book on site. Practitioners are supported in developing their professional qualifications and attending training, as it becomes available. As a result, practitioners develop their skills and knowledge, which impacts positively on their ability to improve outcomes for children.

Partnerships with parents and carers are good. In the baby and toddler room, parents are given a daily home link book that clearly informs them about their child's daily routine and activities. Practitioners also talk to the parents on a daily basis about their child's day, and parents are encouraged to stay and settle their child. In addition, each child has a developmental profile which parents can access as they wish. Parents and carers are unanimous in their positive feedback about the care their children receive and they feel particularly welcomed. The setting is in the early stages of developing links with other professionals. For example, they have visited their local GP surgery and children's centres.

The children are provided with a welcoming environment that takes into account their different interests, understanding, home backgrounds and cultures. They are enabled to make choices in their play and readily help themselves to toys and equipment available to them. Children develop their confidence and self-esteem as practitioners treat them with respect. For example, practitioners talk to the children both in English and their home languages. Many of the practitioners within the setting are multilingual, which enables them to communicate with the children. If there are languages not spoken by practitioners, then they work with the parents to find out key words. Consequently, the children are helped to feel included and valued.

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

There are effective systems in place to identify children's starting points. For example, a range of forms are in place which require the parents to provide essential information about the child's interests, social skills, cultural needs and development. Consequently, practitioners are therefore able to plan for the

individual needs of each child. In addition, there are effective systems in place to observe and assess the children's development. Therefore, children are achieving well in all areas of their learning and they are making good progress across the Every Child Matters outcomes.

Children are challenged and encouraged to extend their learning as they actively explore and take delight in playing with the activities available. For example, toddlers thoroughly enjoy transporting the sand and watching as it runs through their fingers. The children are provided with opportunities to convey their views, the practitioners allow them time to talk and they listen attentively to the children's responses. In addition, practitioners take their lead from the children. For example, older children ask if they can add water to the sand, which they are encouraged to do. This then leads to discussions about changes in textures and the weight of dry and wet sand. The children are well supported in their learning as the practitioners sit with children and engage in conversations with them, they support children's language and extend their thinking and creativity. Children benefit from the suitably organised environment which enables them to make choices in their play. Children investigate technology as they use the interactive cameras and laptops. In addition, the children are encouraged to look at themselves when practitioners take photos of them using the digital cameras. The children are learning about respecting their environment, and are encouraged to put away toys and resources at the end of the session. The children have access to resources that are reflective of the wider community. Children with English as an additional language are well supported. For example, practitioners read stories and sing songs to the children in their home languages. The children are encouraged to share and take turns and are beginning to understand that their actions have consequences for others. Subsequently, the children are supported in developing skills for the future.

Children enjoy regular fresh air and exercise and take part in music and movement sessions indoors. Children are learning the importance of healthy eating. This is as a result of the discussions that the practitioners have with the children. Children also express their preferences and state that they like apples, bananas and pears. In addition, young children are content and settled, as their physical and dietary requirements are well met. For example, practitioners are clear of each child's health needs and work well with the parents to ensure these are fully promoted. Young children are secure and develop a sense of belonging. Children are supported in developing an understanding of how to keep safe. For example, children are reminded to keep their shoes on, in case they hurt themselves.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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  | 3 |
| 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

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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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