

# Pebbles Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY434549

**Inspection date**

31/01/2012

**Inspector**

Kerry Iden

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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*.

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 Nursery was registered in 2011. It is privately owned and operates from self-contained premises within the grounds of The Sixth Form College in Farnborough, Hampshire. The building consists of two rooms and has a fully enclosed outside play area. The nursery serves the needs of families in the area and those using the college.

The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 20 children aged under eight years; of these, not more than 20 may be in the early years age group, and of these, six can be aged under two years. There are currently 22 children on roll. This includes children who are in receipt of government funding. The nursery welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery operates each weekday from 8.00am to 6.00pm, excluding Christmas and Bank Holidays. Children attend for a variety of sessions or stay all day. Staff are suitably qualified. The setting receives support through the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the nursery and show a keenness to be there. Child-initiated learning is a key factor and staff extend this well from children's ideas. Observations and next steps are used to support children's learning and new systems are being implemented to monitor all children's progress. The setting is secure and most systems are in place to support children's awareness of keeping themselves safe. Resources are used effectively where children and babies have access to most resources to promote all areas of learning. Staff, management, children and parents are all encouraged to contribute their ideas for development, to bring about better outcomes for children.

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

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

- carry out regular evacuation drills and record in a fire log book any problems encountered and how they were resolved
- provide a range of natural resources for children to explore and investigate independently.

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

Children are safeguarded effectively because staff have a good understanding of child protection procedures. The manager acts as the designated person taking overall responsibility in this area. The setting is made secure with risk assessments and daily checks completed to ensure children's safety. Children are encouraged to keep themselves safe in the nursery through routines. However, a system to support children's understanding of what to do in an emergency is not yet fully implemented. There is a secure system for recruiting new staff. The manager and provider work together to recruit, induct and monitor staff's performance. Systems for appraisals are in place to support the continued development of all staff.

The staff work collaboratively with parents ensuring the safe collection of children. They keep them informed of accidents that have occurred. The manager and provider have been dedicated in establishing themselves within the nursery. They have prioritised the improvements that were required to ensure children were safeguarded; also focusing on activities and experiences being tailored for individual children. Now with a predominantly new team of staff, they too make their contributions and ideas to the setting. Parents are also encouraged to contribute suggestions and have previously been involved in some decision making, such as sharing their thoughts on room layouts. Parents' evenings and newsletters have been arranged to keep parents fully informed of changes that are being implemented. On a daily basis, children are big decision makers. They add their suggestions about resources and independently select additional items. Future activities and events are also based on the interests children have shown. Therefore, everyone involved in the setting is able to make a contribution to evaluate and drive improvement within the setting.

Reflection continues with the resources and equipment, staff are able to be spontaneous, setting up activities following children's interests. Children and babies have opportunities to become involved in tactile experiences which are organised by staff members, such as shaving foam play. However, babies have fewer opportunities to access natural objects independently. Staff are effectively deployed to ensure babies and younger children have the consistency of a familiar adult. Key persons support the children based upon the knowledge they have of them. Resources also extend children's understanding of others. Lots of positive images of different cultures and languages are used within the nursery which invites questions and discussion. The staff also work with parents to understand the backgrounds of families, and parents are welcomed to share different customs with the children. Individual routines are respected and individual health care plans are organised to support children with specific requirements. The setting is keen to work with the parents and over time, other outside agencies who become involved in the lives of the children. Parents are starting to make their contributions to children's development records as part of the ongoing improvement programme. Staff enable parents to support their children's learning through the ideas they make available in the home activity wallet. There are clear lines of communication used and information is shared verbally or through day sheets. A variety of systems keep parents informed so they all receive coordinated up-to-date

information about all aspects of the nursery.

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

Children are happy, settled and motivated in their play. They are engaged in their chosen activities and are able to concentrate on given tasks through most parts of the day. They are developing well in their independence as they make choices about their play and contribute suggestions for additional resources. Through routines, they are developing good personal care skills. Low-level hooks enable children to collect outside clothing and meal and snack time routines promote independence and sociable skills for the future. Staff support children's learning well based on their interests. They are flexible and spontaneous in activities following discussions or events. For example, as a tractor passes the garden, children are interested in making track paintings with a selection of small wheeled toys. Staff are interested in children's play, join in with their chosen activities and by using open ended discussion, enhance children's learning further. Key persons have a good understanding of their key children, enabling them to support identified areas of development.

Children and babies feel safe and secure. The contact and reassurance babies receive from their consistent staff members enables them to relax and therefore, learn through their chosen play. The well organised routines enable individual babies to follow their own routines, allowing their individual needs to be fully fostered. Children in the main nursery are able to handle a range of tools safely, for example, as they become involved in preparing their own snack or using tools in the craft area. They understand why they need to follow safety rules such as using walking legs inside the nursery. Children also understand the importance of the good hygiene practices employed. They all know to wash their hands in the bathroom before snack and mealtimes. Children are developing good social skills around the meal table; some remembering to use manners without prompting. They become involved in cutting up fruit for snacks and most enjoy the home cooked nursery food where they are able to help staff members in serving the food. Good hygiene procedures complete mealtime arrangements with teeth brushing, delivering important messages.

Children display a strong sense of belonging. They know the routines of the day, where things belong and know they can help themselves to additional resources around the room. Babies also show they are developing their early fundamental skills and actively explore their surroundings with curiosity and interest. All children and babies have ample opportunities to explore their sense of touch through a variety of tactile activities. Babies enjoy making patterns and marks in the shaving foam and giggle when they clap hands together, covering everyone around them in foam. Older children investigate the properties of melting ice as they hold it in their hands or return to it later through the morning. They relate their own experiences of ice skating and skiing holidays to the discussion about where else they have seen ice. Children value and respect each other and the resources. They are well behaved and show high levels of cooperation with others. They are able to

take turns during table top games and negotiate between themselves. During track building some children take the initiative and lead others; however they harmoniously build the track, work as a team and divide the trains successfully. Therefore, children are valued by their peers and adults for the contribution they make.

## 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

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### Outcomes for children in the Early Years Foundation Stage

<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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## **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