

# Pebbles Playgroup

Inspection report for early years provision

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**Unique reference number** EY320329  
**Inspection date** 29/02/2012  
**Inspector** Jenny Forbes

**Setting address** L.F.L.C.T., Tomlinson Avenue, Luton, Bedfordshire, LU4  
0QP

**Telephone number** 01582 691998

**Email**

**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.

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## **Description of the setting**

Pebbles Playgroup opened in 2006 and operates from a playroom adjacent to a primary school and the Lewsey Learning Centre on Lewsey Farm estate. It is situated between Dunstable and Luton. The playroom is open plan with two different areas for play. A maximum of 14 children may attend the playgroup at any one time. The playgroup is open each weekday from 8am - 6pm, 48 weeks of the year. The playgroup operates a breakfast club, lunch club and holiday club. All children have access to a secure enclosed outdoor play area. There are currently 30 children aged from two to under five years on roll. Most children aged three and four years receive funding for early education. Children come from the local area. The playgroup currently supports children who speak English as an additional language and 10 children with additional needs. The playgroup employs seven staff, of these five hold level 3 or above early years qualifications. Seven members of staff are trained in first aid.

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

Overall the quality of the provision is good.

Children's welfare, learning and development needs are very well supported. Children are safe, secure and progress well, given their age, ability and starting points. The setting's partnerships with the local school, local authority and other agencies are a key strength and are significant in making sure that the needs of all children are met. Regular self-evaluation by the manager and staff makes sure that priorities for development are identified and acted upon, resulting in provision that responds to all user needs.

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

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

- enhance engagement with parents to ensure they are involved in their children's learning, in particular, to ensure a quick response to any specific areas of difficulty.

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

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Staff are appropriately vetted and are safe and suitable to work with young children. Additionally, staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. Overall, children move

safely and freely around the setting and are well protected.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children. For example children can self-select from the many resources available at child level. Activities on tables and in the home corner area are changed frequently to give children maximum opportunity to experience different areas of learning therefore children will thrive and make good progress in their development.

The manager and staff are committed to being self-reflective and to provide high quality care for the children. They continually look for ways to improve their provision. Through their self-reflective practice, they have identified a need to extend their premises and outdoor play area to provide more space for the children to move about and to enable them to set out their many resources for greater benefit to the children's learning and development.

Staff understand how essential it is that parents and carers are involved in their children's learning and development, and they have systems in place to allow this to some extent, such as parent questionnaires, termly reports with comment sheets and open evenings. However, they need to find new strategies to encourage more effective engagement with parents by devising a system for more regular two way communication. Effective relationships with other provisions and professionals involved with the children, such as support for transition to school and for children with additional needs, are well-established and contribute well to supporting children's welfare and learning.

Staff offer sensitive support to children who have special educational needs, disabilities or have English as an additional language. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children enjoy being in the setting and are familiar with the routine. They know what is available to them because the staff provide suitable prompts for children to choose appropriate activities and also encourage children to play with them safely. Children are aware of where they can go within the setting. They confidently keep themselves safe, for example, the children confidently move freely to access hand washing facilities before sitting for food and after playing with messy activities.

Children have access to fresh air twice a day and drinking water is available at all times. As a result, they are developing their awareness of healthy practices. In addition to this, children are aware of healthy foods and take part in choosing fruit and other healthy foods during their healthy lunch box activity.

Children are making good progress towards the early learning goals because the staff plan for them around their needs and interests. Regular observations of what children can do are recorded and linked to their age and stage of development. From this information the staff identify the next steps for the children and plan accordingly. This means the children make good progress in all the six areas of learning. Children are developing good language and numeracy skills and have access to a range of books, for example, during circle time they read stories together and pass around a toy duck while each child counts in sequence. According to their age and stage of development children have plenty of opportunities for writing or mark making, using puzzles and other table top activities, including messy play. They have access to outdoor play equipment to stimulate their physical development and benefit from fresh air.

Children behave well in the setting because the staff give clear explanations and set appropriate boundaries. Children also behave well because they are interested in their surroundings; they are always occupied in absorbing learning experiences and therefore are never bored. Children are developing a respect for themselves and others and are learning about other cultures, beliefs and languages from the diverse nature of the setting. The setting recently celebrated Chinese New Year and made Chinese dragons with paint and fabrics to hang on the walls of the setting.

## 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	2
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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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