

# Pebbles Pre-School

St. Annes School, 13 Milvil Road, LEE-ON-THE-SOLENT, Hampshire, PO13 9LU

## Inspection date

Previous inspection date

19/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and focused in their play. They show good levels of independence through routines and their chosen play. They have built good relationships with staff members and each other
- The learning environment indoors and out provides interesting and stimulating activities that engage children and give them the opportunity to make choices about where to play
- Key persons know and understand their key children well, they liaise well with the parents to help children settle and achieve on an individual basis
- Children's physical skills are developed as a result of ample and varied opportunities for physical activity.

### It is not yet outstanding because

- There are fewer opportunities for children to independently access resources that support their understanding of technology or explore music and instruments
- The links with others have not been fully extended to all those involved in the care and development of children

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all rooms and the outside learning environment.
- Documents were inspected in relation to the new Early Years Foundation Stage regulations.
- The inspector held meetings with persons in charge, key persons and the setting's special educational needs co-ordinator.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kerry Iden

## Full Report

### Information about the setting

Pebbles Pre-school originally opened in 2007 and re registered in 2012 under new ownership. It operates from three rooms within a private house in Lee-On-Solent in Hampshire. All rooms including bathroom facilities are available on the ground floor and there is a fully enclosed area for outside play.

The pre-school is open from 8am to 6pm, Monday to Friday for 51 weeks of the year.

Children may attend for a variety of sessions and the provision offers a lunch club.

The pre-school is registered on the Early Years Register. There are currently 48 children on roll. The pre-school provides funded early education for two, three and four-year-old children.

There are currently eight members of staff working with the children. The provider holds Early Years Professional Status, all other staff are qualified, six of these hold level 3 qualifications and one staff member is working towards a level 3 qualification.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- Increase opportunities for children to develop and acquire basic skills in using information technology by providing safe equipment to play with, such as torches, radios, cameras or other ICT apparatus
- Increase opportunities for children to independently access music, dance or instruments to promote their creativity
- Extend arrangements for information sharing and partnership working with other early years providers in order to support children's progress

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are happy, settled and motivated in their play. They are engaged in their chosen activities and are able to concentrate at given tasks through most parts of the day. Most separate from their parents confidently and key persons work individually with parents where new children are settling. All children quickly become busy, find their friendship groups and choose from the different areas to play. Through routines, they are developing good personal care skills. Low-level hooks enable children to access their own belongings and meal and snack time routines promote independence and sociable skills for the future. They are developing well in their physical skills. Opportunities such as pouring drinks and using different tools in the craft room support their small muscle development. Children develop their large muscles and physical skills whilst playing hoop games, climbing and using the larger equipment in the garden.

Through routines such as self registration and brief group times children are showing confidence in knowing initial letter sounds. Older children contribute additional words in group discussions as they look at the letter of the week. Shared stories are extended through discussion and the different craft activities children become involved in from focus books. Children are keen to explore and investigate using different textures. They mark make in shaving foam or coloured sand as they make patterns or write their initial letters. Children are able to express their creativity through the wide variety of resources within the craft room. However, resources such as music or instruments are not so readily available to inspire further creativity.

Children are confident in their understanding of numbers and shapes which are discussed throughout the day. Staff members extended children well for example; introducing oval shapes through child led drawing activities. Similarly staff use child led play of completing favourite puzzles to compare shapes as they fit pieces together. During child led play staff help children learn about themselves and others. They talk about the different jobs people do as they complete puzzles of the emergency services. Others enjoy comparing eye and hair colour between themselves, their key persons and the dolls through some quiet one to one interaction. They take notice of their environment, talking about the change in temperature or the number of planes flying overhead. However, there are fewer resources or opportunities for children to develop their skills in using technology. Staff support children as they learn to value each other. Most children are able to share and take turns nicely. Through games staff members support younger children in knowing when it's their turn and understanding a sequence of events. Therefore enabling all children to be valued for the contribution they make.

The staff team are adapting well to the new areas of learning under the revised Early Years Foundation Stage. They are excited about new systems to record and assess children's progress including the new two-year progress check and how they are sharing this with parents. They are interested in children's play and support their learning by joining in with their play. Open ended questions and extension of activities enables children to make good progress. Key persons have a good understanding of their key children enabling them to support identified areas of development. Through regular exchange both verbal and through sharing written observations and assessments, parents are kept up to date with their children's progress. Parental observations are valued by the key persons to understand children in their home environment and work together on targeted areas for development.

### **The contribution of the early years provision to the well-being of children**

Children are able to settle into the pre-school at a pace that suits them and their families. Key persons work well with each individual child to make a smooth transition into pre-school. Parents are invited to share what they know about their children's interests which staff use to help children feel comfortable. This gives children the confidence to become independent and separate easily from parents and carers. The environment supports all areas of children's learning and the free flow arrangements enable children to make independent choices about their play. Staff deploy themselves effectively so wherever

children choose to play they are supported well.

Children's behaviour throughout the pre-school is good and positive. Key persons support individual children at specific parts of the day such as those who are less comfortable with group times. Through activities and tabletop games children are learning to take turns and share resources well. The key persons work with individual families for a consistent approach. They adopt any successful strategies being implemented at home such as marbles in a jar or sticker charts to reward and praise. Children's behaviour shows that they feel safe and understand about dangers. They are able to identify concerns when asked, for example, explaining why it is not a good idea to leave parked bikes at the bottom of the slide. Children also highlight dangers to staff members, including when they find a broken resource that needs removing. Children are competent at managing their personal needs relative to their ages. They pour their own drinks and at lunchtime are mostly independent access items from their lunch boxes. Staff use snack and lunch times to talk about healthy food options and some children inform others of what they should eat first.

Children are developing the skills in most areas of their learning to support them in their future learning. The environment is conducive to learning both inside and out and key persons use resources and the knowledge they have of children's interests effectively to make learning fun. Children are well prepared for the next stage in their learning because key persons build on children's independence and confidence. As children prepare to move onto school activities and discussions help them to feel confident about moving on.

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

The leadership of the pre-school have been proactive in implementing and developing systems to support staff's knowledge of the revised Early Years Foundation Stage. Planning and children's progress is charted against the new areas to enable staff to build their confidence in their knowledge, which will in turn support children's progress. Leaders work with staff and the children to monitor the quality of teaching and assess key persons written records. Training needs for all individual staff are identified and organised. Staff refer to making sure they complete relevant training that will benefit the children and the setting. Regular team meetings enable staff to share their learnt knowledge and support each other, especially with the implementation of new systems. Self-evaluation takes into account the ideas and views of all staff members. Children and parents are also encouraged to share their thoughts with key persons and children's ideas are regularly used in activities. The leadership and staff have collectively highlighted areas for development, with the current focus being on developing under the new areas of learning. All staff are motivated and many excited by the new changes as they become confident with new systems.

Those in charge understand the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have been established within the setting prior to registration although appropriate checks to ensure their suitability are fully in place. Additionally, new

systems to monitor their ongoing suitability have also been introduced. Systems for safeguarding are well embedded and all staff know what procedures to follow if they have a concern about a child's wellbeing. Individual arrangements are made with families to ensure a safe handover of children is completed. Key persons act in the best interest of the children if they become unwell or in the event of an accident. Robust procedures for completing details of accidents, incidents and pre-existing injuries safeguard children. The environment is safe and secure. Parents respect the rules of making sure only staff members open the entrance door in order to keep children safe. Children too are encouraged to risk assess and highlight any dangers to staff members.

The setting have established strong links with their parents who report on their satisfaction of the group. They are kept fully informed of their child's development and are also encouraged to contribute their suggestions to support their child's learning. Detailed general information is shared with parents initially and ongoing. Partnerships are successfully extended in some areas. Links with local authority to support individual children is good as is the links with local schools to help for a smooth transition. However, the links with other early years' settings children attend are not in place to ensure a collaborative and supportive approach to children's development.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY445509
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	787506
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Joanna Samonig
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07867762253

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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