

Pebbles Nursery and Pre-School

Nunroyd House, Nunroyd Park, New Road, Yeadon, LEEDS, LS19 7HR

Inspection date

09/07/2013

Previous inspection date

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

- Teaching is securely based on staff's thorough knowledge of the Early Years Foundation Stage. Therefore, they make good use of opportunities to promote children's learning through play and structured activities.
- Children are happy and eager to learn. Their behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to school and future learning.
- Children's interests and needs inform the planning and they are offered a wide range of activities. The key person system is used extremely well, meaning that staff and families can work together to promote children's learning and well-being.
- The managers effectively develops the staffing team through monitoring and evaluation. This enables the management team to bring about changes to improve the provision for children.

It is not yet outstanding because

- The outdoor area is not fully developed to give children more opportunities to investigate the natural world.
- Opportunities for children to use information and communication technology resources and programmable toys are not freely accessible to enable children to explore, understand why things happen and how things work.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing in all play areas and also outside in the garden.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and also read their written comments.
- The inspector looked at children's learning records.
- The inspector spoke with the managers throughout the inspection and looked at some documentation.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Pebbles Nursery and Pre-school was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted detached house in Nunroyd Park Yeadon on the outskirts of Leeds. The setting serves the local area and is accessible to all children. It operates from two main playrooms on the ground floor and three on the first floor. Children have access to an enclosed outdoor play area.

The setting employs 17 members of childcare staff. Of these at least 10 hold appropriate early years qualifications at level 3 and three members of staff hold a level 6 early years qualification.

The setting opens all year round, except for bank holidays and a week at Christmas. Sessions are from 7.15 am until 6pm. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for three and four-year-old children.

What the setting needs to do to improve further

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

- enhance the use of outdoor areas to create opportunities for investigations of the natural world, for example, by providing chimes, streamers, windmills and bubbles
- extend children's opportunities to explore and operate information and communication technology equipment, such as instant digital cameras and programmable toys.

Inspection judgements

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

Children are very well supported in developing their language and communication skills. For example, babies learn new vocabulary and giggle when exploring different textures and sticking them on the paper. Staff give babies lots of very positive encouragement to take part in the sticking activity. For example, babies who are unsure are quick to change their mind. Staff gently persuades them through showing them what to do and letting them feel the glue with their hands. This builds young children development of different

textures and confidence. Babies get lots of opportunities to move around as they push the wheeled toys around the large spacious room. Staff encourage them to pull themselves up and to start to walk. As babies succeed in walking with the trolley, they get lots of praise from staff. This helps to develop their first walking skills and their self-esteem. All children get daily opportunities to access the large outdoor area to use a good selection of resources. For example, they balance on the large tyres, walk across the wooden bridge and confidently ride on the various wheeled toys. They also water the vegetables and seeds that they are growing in the garden. However, staff have not fully developed the outdoor space to enhance children's play and learning through making additional resources available to investigate the natural world. For example, there are no blowers, bubbles, wind chimes and streamers to enable children to investigate the effects of the wind

All children move freely around the large play rooms, accessing the good range of activities freely on offer for most areas of learning. There are some resources to promote technology for all children; however these are not always fully accessible. Consequently, children have fewer opportunities to learn how to use computers, toy cameras and programmable toys.

Younger children get very excited as they help to fill the paddling pool up with water. Some children throw the water at staff and other children laugh and say 'Splashing you'. Other children enjoy filling up the funnels and watching the water fall through the hole, they then show the staff that the 'water has gone'. This activity helps to develop young children's concept of measuring, and communication and language with other children and staff. More able children are eager to listen to the story about the alien and the different pants. As they sit and listen to the staff explain the story they tell them and their friends about the different coloured pants in the book and how many pairs there are. This promotes mathematical skills of counting to 22 and recognising of size and colours. Staff show good skills of extending the activity, which is clearly linked to the topic of the week about space. For example, children point to the planets they have made. Staff extend further as they ask children to write the letter 'P' on the wipe board. Children are eager to show how they can write the letter. All children hold the wipe board pens confidently and get lots of praise as they meet the challenge of writing 'P'. This activity promotes children's learning of different letter sounds and writing and recognising letters. All children sit very patiently and wait for their turn to write on the wipe board. They applaud their friends' achievements. This means that children become confident in expressing themselves but also learn to respect the views of others and supports early communication.

Children's starting points are clearly assessed. Staff work in partnership with parents to obtain this initial information, which is then used to inform planning. Good communication procedures mean that parents have opportunities to share daily news about their children and regularly view their child's learning records. They also get good opportunities to tell staff what their children learn at home, through adding the information in the 'What we did at home' sheets and also taking a diary and soft animal on holiday. Current activity planning is displayed and ensures that parents are supported in playing an active part in their child's learning at home. The assessment procedures take full account of all updates from parents about how their child has been learning and developing at home.

Consequently, staff can include this full range of information in their planning and so promote children's development to the very optimum. This also provides a consistency of care between nursery and home so that children feel well-supported by all adults who encourage them in their learning.

Thorough assessment procedures mean that staff have a good understanding of each child's current developmental stages. They also carefully note children's interests and frequently update this record. This information is fed into the planning, which is regularly reviewed to ensure that children are offered balanced activities and play opportunities that promote all areas of learning. Comprehensive tracking procedures enable staff to check that all children are making good progress.

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

The well-implemented key person system, and good procedures for working with families, help to ensure that all children are secure and form strong relationships with staff. Children are observed and monitored by staff, ensuring that they are happy at the setting and are making good progress. When they move rooms and have a new key person, they are supported in exploring their environment and in expressing their views. This helps children to settle well and build their confidence. New children quickly settle because staff work with parents to find out about their interests, needs and routines. These then inform the daily activities and routines. For example, babies sleep and feed according to the patterns established at home. All rooms are brightly decorated with children's own art work and bright colourful pictures, information poster and a pleasant setting. This develops a welcoming and bright child friendly environment for all children.

Children are sensitively supported and are praised for both effort and achievement, therefore promoting the development of their self-esteem. They work well together, sharing the resources and happily including others in their play. They enjoy taking on responsibility. For example, they help tidy up before sitting down for lunch. Staff work very well with all children to ensure that they behave appropriately. The management ensure that all staff are made aware of the behaviour procedure and any concerns are dealt with empathy and support for all children. Staff ensure that children's positive behaviour is rewarded with lots of praise and stickers for achievement. Staff act as good role models, showing care and concern for all. Children reflect this positive approach and learn to appreciate and respect the needs of others.

Children are well supported in developing their self-care skills. For example, they are all encouraged to know the importance of washing their hands. There are thorough hygiene procedures relating to the changing of nappies and to keeping the setting in a clean condition. This promotes children's good health at all times. Procedures at meal and snack times are good and all children experience a social time. All food allergies and dietary requirements are recorded. A list is displayed in the kitchen and rooms to ensure staff are aware of children's needs. All meals and snacks are home cooked and menus are checked by a nutritionist, prior to being displayed for parents to see. Drinks of water are available to all children throughout the day and more able children freely access them in the rooms.

When outside children are given drinks frequently in the hot weather to keep them hydrated. All areas are clean and children are supported in learning self-care skills, such as feeding themselves. Older children help serve their snacks and tidy away afterwards, supporting the promotion of their independence. Children are encouraged to understand the importance of healthy lifestyles, fresh air and exercise. For example, all children get regular opportunities throughout the day to go out in the garden and to go on walks within the setting's grounds. The rooms are all very large so music and movement is a daily activity for all children where they dance to music and jump through hoola hoops.

The staff ensure that children all learn about the importance of staying safe. For example, as the older children walk up the stairs they are reminded to walk on one side and hold on the hand rail. All children regularly practice fire drills and learn about crossing the road when out and about in the community. Staff also ensure that all safety gates are closed. All of these safety procedures ensure that children are cared for in a safe environment.

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

Staff fully understand their duty to protect children. They are aware of the comprehensive safeguarding policy and procedure in place. Robust recruitment, vetting and induction procedures ensure that adults working with the children are suitable to do so. This means that children are cared for by staff who show the required skills and commitment, enabling children to feel secure and safe. Staff have good opportunities for supervision and appraisals with the manager, along with regular staff meetings. Training needs are identified to ensure that all staff update their knowledge and professional skills. Staff give high priority to safety and conduct comprehensive risk assessments of the premises. For example, daily checks of all areas are carried out prior to the children arriving. They are vigilant in supervising children at all times, which along with the ongoing safety checks, ensures children play safely both inside and outdoors.

The managers and staffing team demonstrate a good capacity to maintain continuous improvement. They are currently completing an updated self-evaluation identifying their strengths and weaknesses. They take on board any comments from parents and also listen to children's thoughts and ideas to ensure that everyone's ideas are included. The staffing team have a common sense of purpose and work very well together to continually improve opportunities for children to achieve and maximise their individual potential. The manager regularly monitors practice in the nursery and she continually observes and monitors staff practice. These systems all contribute to improving practice and provision for the children.

The nursery has very good links with parents; staff ensure that they are kept fully informed of their child's day and progress. For example, through daily feedback, written daily diaries and regular newsletters. Parents are very keen to express how pleased they are with how the nursery is run and how settled their children are, through comments in letters received.

Long-standing relationships with other professionals, means that information which promotes the health and well-being of all children is successfully shared. This has been achieved through the manager's experience she has brought with her from her other nursery within the area. She has already implemented visits from local schools to help to prepare children well for the next stage in their development. Recording of children's developmental progress is strong so that information shared with other providers. This ensures continuity of care and learning for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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

Unique reference number	EY457002
Local authority	Leeds
Inspection number	923624
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	66
Name of provider	Pebbles Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01943879020

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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, which are usually the childminder's 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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