

Pebbles Day Nursery

Prospect Road, Farnborough, GU14 8JX

Inspection date

07/08/2014

Previous inspection date

31/01/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are confident, happy and well motivated in their self-chosen play.
- The nursery offers children a rich and stimulating play environment both indoors and outside.
- There is a high priority on ensuring children's specific health needs are met, through good partnership with parents and staff training.

It is not yet good because

- Not all staff have a good understanding of the observation and assessment system to effectively meet all children's needs and plan a balanced range of consistently good adult-led teaching and learning activities.
- The system to monitor and supervise staff in developing their teaching expertise is not fully in place to enhance children's learning experiences.
- The transition process does not fully involve parents when children move from room to room and have a new key person to support them during this period of change.

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's play activities, and the staff's interactions with children.
- The inspector had discussions with the provider and manager, which included aspects of safeguarding and leadership and management.
- The inspector sampled relevant documentation including safeguarding documentation, performance management and children's learning records.
- The inspector had discussions with parents to gain their views of the setting.
- The inspector conducted a joint observation with the manager.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Pebbles Day Nursery registered in 2011. It is privately owned and operates from self-contained premises within the grounds of The Sixth Form College in Farnborough, Hampshire. It is one of three early years settings run by the same provider. The setting consists of two rooms and associated kitchen and bathroom facilities. It 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. There are currently 32 children on roll. 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 8am to 6pm, excluding Christmas and Bank Holidays. Children attend for a variety of sessions or stay all day. The setting receives the funding for free nursery education for children aged three and four-years. The provider employs 13 staff to work with the children including the manager. All staff, except two, are suitably qualified in early years up to Level 5. The setting receives support through the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff have a clear understanding of the observation and assessment system to effectively meet all children's needs and to plan a balanced range of consistently good, challenging adult-led teaching and learning activities
- make sure the system to monitor and supervise staff in developing their teaching expertise is fully in place

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

- strengthen the key person role by involving parents more in the transition process when children move from room to room

Inspection judgements

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

Children settle happily at the nursery and very much enjoy their child-initiated, purposeful play. They make independent choices from the rich and stimulating environment, which

has been prepared for them well to meet their individual needs. Overall, there is a good range of play resources and activities on offer inside and outdoors in an undercover area. The experienced well-qualified core staff are enthusiastic in their play with the children, supporting them well by using purposeful interaction. However, across the team, the quality of teaching is variable. This means that not all staff can successfully build each day, on every individual child's knowledge and skills, and development. Generally, staff have a secure knowledge of the seven areas of learning and support children in their key skills. For example, they sat with under two's and shared a book together. They talked clearly about the pictures, sang nursery rhymes to them and encouraged them to climb on the toddler apparatus to promote movement skills. However, there is sometimes a lack of challenge during adult-led planned activities and the daily routine, to incorporate children's next learning steps, particularly, in the older age group. For example, staff did not consistently promote and practice emergent writing skills, in preparation for when children go to school. Additionally, they did not talk about and involve the children in watering the tomato plants in the hot weather, to further promote the children's understanding of the world and nature. The skilled core staff support children's acquisition of speech and language well by repeating words clearly and provide a narrative during children's free play. For example, they talked and gave the children time to talk when they put their apron on, painted at the easel and washed their hands. Some staff use children's home language to support them in their play and learning, but this is not consistent among all staff. In addition, staff have not effectively planned adult-led language groups to give extra support to those children they have identified who are not at the expected levels in their communication and language development.

Older children demonstrate they have good relationships with the staff and their friends because they engaged happily in fantasy play together. They negotiated well with one another and talked excitedly and articulately about their game to visitors and staff. Children demonstrated their good skills on the computer, using the buttons on the keyboard to move the penguin through the maze. Staff supported children very well during this time when they talked about it being too loud and were encouraged to find the volume control to turn it down. Some staff promote children's mathematical skills generally well, for example, they encouraged children to count their fingers when they drew around their hands and talked about the size of their hands, however, mathematics is not consistently promoted as part of the daily routine. Although the manager has provided staff training on the observation, assessment, and planning system, not all staff complete regular and precise assessments of their key children. This means they do not have a good knowledge of how to deliver the system effectively, so children receive appropriate challenges based on their next steps in learning through their play and adult-led and supported activities. Therefore, not all children are able to make good progress from their starting points. Some staff complete two-year-old progress checks and share these with parents, but the quality of these vary according to the skill and knowledge of each key person. Overall, however, children are developing skills to prepare them for their future life and learning.

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

Children feel safe and show confidence in their surroundings, moving freely, making choices in their play indoors and outside. They have strong relationships with staff, who mostly interact successfully to support children's learning and well-being. Overall, the key person and buddy system helps young children to form secure attachments and ensure they meet children's individual needs. Bank, cover staff from the setting's sister nursery are well informed of children's special dietary requirements during mealtimes. Children with specific health needs have their needs extremely well catered for. An excellent care plan using specific parental instructions and staff training supports children's well-being. Children demonstrate their good behaviour throughout the day. This is because staff are positive role models and offer children praise and encouragement, which they thrive upon. Staff are quick to intervene to promote sharing, turn taking and the correct way to use resources when issues arise among the children. Staff have good strategies to promote positive behaviour, such as using reward charts. Management re-visits managing children's behavior at staff meetings to support staff consistency and skills. However, although children feel safe and secure at the setting, the provider has not notified Ofsted when serious allegations are made against a member of staff. They do however, follow advice from the Local Area Designated Officer for safeguarding to help protect the children in their care.

Older children are suitably prepared for their next stage in learning because there are some links with schools, and staff introduce story books and talk about their upcoming move to school. Staff plan moves within the nursery as children progress from one room to the next, according to each child's individual needs. However, the key adults in both rooms do not always liaise with parents to better support children to adapt to any changes, and so parents are involved in key decisions. Staff encourage children to be personally independent during mealtimes such as dishing up their dinner. Children follow good hygiene routines promoted by the staff, such as using individual flannels to wash their faces after lunch. Staff stringently follow the Health Protection Agency advice on childhood infections. They inform parents immediately when children show signs of a tummy bug and clean all areas and toys with steriliser. There is good emphasis on outdoor physical play. All age groups access the undercover outdoor area regularly throughout the day, at a time of their choosing. Older children take pleasure in playing games with the parachute, and the under twos climb on soft shapes and use wheeled toys to develop their physical skills. A hot, nutritious midday meal is on offer to nursery children and healthy snacks effectively support children's growth. The nursery provides plenty of play resources, set out to enable all age groups to become motivated and engaged in play and learning. The environment provides for children's needs well. Artwork displayed on the walls allows children to appreciate theirs' and others' creativity, and learning areas are overall, well defined in the older room.

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

The provider is aware of his responsibilities to meet the requirements of the Early Years Foundation Stage, although there has been a breach in the statutory requirements. This inspection was carried out due to information given to Ofsted that raised concerns about

safeguarding practice involving an allegation against a member of staff. The inspection found that the provider carried out a full internal investigation as advised by the Local Authority Designated Officer for safeguarding. However, they failed to notify Ofsted of the allegation within 14 days of the allegation being made. This is a breach in requirements as well as those for the Childcare Register, and oversight by the provider. On this occasion, Ofsted do not intend to take any enforcement action. This breach does not have a significant impact on children's safety and well-being. The designated officer for safeguarding is trained to follow the child protection procedure and staff show a secure understanding of what to do if they were worried about a child. In addition, they have a clear understanding of the whistle blowing policy. There are clear safeguarding policies and procedures in place to support staff and inform parents of the nursery's responsibilities. The management team carry out robust recruitment and vetting procedures to determine staff suitability to work with children.

Since the last inspection, there is a new management team in place with a clear drive for improvement and positive vision. Many staff changes have also taken place and the nursery is striving to get back on track in terms of offering quality provision. New staff speak highly of the management team and feel they are well supported through the good induction system to understand their role and responsibilities. Management provides informal staff supervision, with more formal annual appraisals to acknowledge staff performance and identify training needs. However, the new supervision and monitoring systems are not fully effective to improve every staff members practice and the outcomes for children, particularly, the systems for observation, assessment and planning and staff teaching skills. The management team are aware of the nursery's strengths and weaknesses and have a suitably targeted, monthly action plan, which is regularly re-visited. They make use of the local authority quality audit to help inform quality. Parents speak positively about the nursery and that their children enjoy attending. They value the good verbal and electronic communication systems in place between staff and themselves. They talk about how welcoming, open and approachable the staff are, and how they share children's development and progress together. Partnerships with external agencies and other providers are suitably established. There is a system in place to liaise other early years settings children attend to exchange details about children's developmental progress

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises (compulsory part

of the Childcare Register)

- ensure Ofsted is informed of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY434549
Local authority	Hampshire
Inspection number	984413
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	32
Name of provider	Neil Norman Dudman
Date of previous inspection	31/01/2012
Telephone number	01252371999

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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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