

Pebbles Pre-School

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



Inspection date

7 July 2015

Previous inspection date

29 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff's qualifications and secure knowledge of the learning and development requirements have a positive impact on the learning experiences they provide for children.
- Staff observations of children's development are clear and precise. The manager and staff monitor and track children's progress thoroughly. Plans are developed to ensure that children make good progress and any gaps in learning are quickly addressed.
- Staff prepare children effectively for changes in their routine and to gain an understanding of time. For example, they use a bubble machine to demonstrate that when the bubbles stop, it is tidy up time. Children eagerly cooperate and quickly put the toys away.
- Partnerships with other professionals are effective and help to promote children's well-being. This ensures the children with special educational needs and/or disabilities have their care and learning needs consistently met.
- Staff know the importance of protecting children from harm. They know how to recognise signs that children may be at risk and are confident to report their concerns, including any colleagues. Posters with the reporting procedure, including the contact numbers, are well displayed throughout the pre-school.

It is not yet outstanding because:

- Staff do not always carry out adult-led activities in a way that focuses on extending younger children's learning to the maximum.
- Occasionally, staff do not always check to see if resources and equipment provided are working properly which, at times, hinders opportunities for children to extend their play.

What the setting needs to do to improve further

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

- extend the learning opportunities for younger children, for example, by providing a wider range of writing materials in popular play areas so that staff can provide more targeted age and stage appropriate teaching.
- expand the process for checking resources and equipment to ensure they are working properly to make the most of children's learning opportunities.

Inspection activities

- The inspector observed activities in the playrooms, the outside learning environment and talked with the staff and children.
- The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children. She viewed a sample of children's records and development plans.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Sheila Harrison

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are good role models. They play alongside the children assisting them to enjoy their learning. They demonstrate how to mend the sit and ride toys using the pretend tools encouraging children to try for themselves and to persist at a chosen activity. This helps children to be eager to learn and to be ready for school when the time comes. Staff effectively promotes children's communication and language development. They speak clearly, use gestures and sensitively introduce topics of interest from books that help them develop their growing skill in conversation. Children are deeply engaged in small group, adult-led activities and staff support their learning well. Older, more able children enjoy tracing their names and they then move on to independently write their name. Staff sound out the letters as they write helping children with the first steps in reading. However, the tracing activity is too difficult for some of the younger children and this leads to them occasionally losing their focus.

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

Staff are highly skilled and sensitive in promoting children's emotional well-being. Children are happy and develop a strong sense of belonging. They enjoy seeing the photographs of themselves as babies and take the pre-school camera home to record their own, 'Wow' moments. Children are beginning to make friends and they enthusiastically join in with the songs at group time, especially the song that introduces them all individually. Staff use a wide range of resources and materials to challenge children through practical play experiences. Plentiful toys are readily available to allow children to freely choose and to follow their own ideas. However, on occasions, staff do not check all equipment to see if it is working properly, therefore, children show disappointment when the battery-operated tools do not work as expected. This does not entirely help children to engage fully in their role play and act out real-life experiences. Children are learning about healthy living. They are offered a wide range of whole fruit to choose from at snack time and they independently peel the fruit. The staff have introduced cooked meals to help the children make healthy choices and to help them prepare for the routines when they start school.

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

The manager and staff team demonstrate commitment and drive to provide high standards of care for children. They have regular whole team training sessions and team meetings. Staff are more aware of asking more open-ended questions following a recent training session on helping children develop their thinking. This has resulted in an improvement in teaching. Managers give a high priority to providing a safe and secure environment for children to play and learn. Robust recruitment and appraisal systems mean that staff are, and continue to be, suitable to care for children. Partnerships with parents are good. Staff regularly share information with them about the progress their children are making and give them ideas of how they can continue learning at home.

Setting details

Unique reference number	EY320329
Local authority	Luton
Inspection number	862368
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	29
Name of provider	Carol Bowman
Date of previous inspection	29 February 2012
Telephone number	01582 691998

Pebbles Pre-School registered in 2006 and operates on Lewsey Farm, Luton. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and the manager holds an appropriate early years qualification at level 5. The pre-school opens 8am until 6pm, Monday to Friday, all year around except for the Christmas and Easter holidays. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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