

Pebbles Day Nursery

The Old School, Station Road, Great Ryburgh, FAKENHAM, Norfolk, NR21 0AE



Inspection date

17 July 2015

Previous inspection date

19 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team has not yet put procedures in place for the regular supervision of staff. As a result, support has not been sufficiently focused on improving the quality of teaching and, therefore, teaching is variable.
- Staff do not always make the best use of observation and assessment to plan for children's next steps in learning. Not all staff recognise what children need to do next, in order to meet their development milestones.
- The management team's risk assessment does not always clearly identify areas of the nursery that need to be checked regularly, and by whom, to ensure children's safety.
- Children do not benefit from a secure, shared approach to learning between the nursery and home. Staff do not consistently share information with parents about what their children are learning in the nursery, or suggest ways to support individual children's learning at home.

It has the following strengths

- Children experience an interesting and wide range of activities and learning in the stimulating outdoor area. They regularly engage in playful opportunities that promote all areas of their development.
- Children have built secure emotional attachments with staff. They readily go to staff for support and happily play alongside staff. Children are confident and happy as they move around the nursery. They are given choices by staff, which support their growing independence.
- The recently recruited manager demonstrates a strong drive for improvement. She has introduced new initiatives to secure the ongoing development of practice and is implementing a clearly focused plan for continued improvements.

What the setting needs to do to improve further

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

- monitor staff's performance by implementing ongoing supervision of all staff, in order provide support, coaching and further training to improve the quality of teaching
- improve staff's understanding of how children learn in order for them to accurately observe and assess what children can do, and plan appropriate next steps in individual children's learning to secure more rapid progress towards the early learning goals
- establish a secure procedure for identifying aspects of the environment that need to be checked on a regular basis, when and by whom they will be checked, and how the risk will be removed or minimised.

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

- implement a more effective system for sharing information on individual children's learning in order to provide continuity, and include opportunities to complement what children are learning in the nursery and at home.

Inspection activities

- The inspector observed activities, both indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the nursery management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of children's assessment records, activity planning and a range of other documentation, including risk assessments and policies.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of the staff working with the children.

Inspector

Julie Meredith-Jenkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children are enthusiastic in their learning and have plentiful opportunities for exploring and investigating. They pour water down tubes to see where it goes, and estimate how much water they need to fill a container. Staff provide a commentary for children, which supports their developing language skills, and they ask children questions to encourage their thinking. Children are appropriately prepared for school as they have regular opportunities for sitting together, listening and following instructions. Parents share information with staff about what their children can do when they first start at the nursery. This enables staff to get to know the children and plan effectively for their learning. However, some observations and assessments of the children are not precise enough to enable staff to plan sufficiently challenging activities, to help all children to make good progress in their learning. In addition, staff do not keep parents fully informed about what their children are learning at the nursery. This means opportunities are missed to build on what children are learning at the nursery and at home.

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

Children are valued as they offer to help prepare snacks, which staff keenly accept. This promotes children's self-esteem and supports their independence. The environment is warm and welcoming with children's photographs and pictures on display. This helps them develop a sense of belonging. Children's physical well-being is promoted as they move enthusiastically to music, and play outdoors balancing and climbing. Children behave well as staff have a consistent approach to managing behaviour. Children build positive relationships with each other, as they negotiate and organise their own play, by deciding who will take on which role. Staff regularly praise children for their achievements, which enables them to develop their self-confidence. Children learn how to keep themselves safe, as staff remind them to walk and not run in the nursery. Overall, children are kept safe, but daily checks of the premises are not thorough enough. As a result, some issues go unnoticed, such as the cold temperature of the water in the children's cloakroom.

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

Staff have a clear understanding of child protection procedures. They are aware of the signs and symptoms of abuse and know how to report their concerns. Most staff have childcare qualifications and have completed mandatory training, but there has not been enough focus on improving the quality of teaching. While the recently appointed manager has identified this, not enough has been done to improve this aspect of the nursery. Opportunities are missed to secure training opportunities to support staff in order to improve their skills and knowledge. The manager has made a number of changes over recent months, such as the development of the outdoor area. This has brought about improvements to boys' engagement and motivation outdoors. The nursery has developed effective partnerships with other professionals and with other settings children attend. This enables continuity of care and promotes a shared approach to children's learning.

Setting details

Unique reference number	EY414298
Local authority	Norfolk
Inspection number	851509
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	37
Name of provider	Pebbles Day Nursery Norfolk Ltd
Date of previous inspection	19 April 2011
Telephone number	01328 829885

Pebbles Day Nursery was registered in 2010. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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