

Pebbles Pre-School and Daycare

Trunch Road, Mundesley, Norfolk, NR11 8LE



| | |
|--------------------------|-------------------|
| Inspection date | 30 July 2015 |
| Previous inspection date | 17 September 2010 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|--|-------------------------|-------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 | | Inadequate | 4 |
| The effectiveness of the leadership and management of the early years provision | | Inadequate | 4 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is inadequate

- Staff have failed to implement effective risk assessments, when on outings, which puts children at risk of harm.
- Staff do not always ensure that children are effectively supervised and kept within sight and hearing of staff to ensure they are kept safe when on outings.
- Staff are not clear about their roles and responsibilities in following risk assessments and safety procedures when on outings with the children.
- Some staff are more knowledgeable and qualified than others. They do not consistently share their skills with each other to provide a higher quality of teaching throughout the pre-school and daycare.

It has the following strengths

- Children form caring bonds with their key person, staff and each other. Staff provide a welcoming environment where the children settle well and explore their environment with confidence.
- Staff form successful partnerships with parents to support children's learning. Parents are well informed about their children's progress and support children's learning effectively at home.
- Staff form successful relationships with other early years settings and health professionals. They work closely with them to provide support in a timely way so that children continue to make good progress in their development. Children are well-prepared for the next stage in their learning, including the move to school.

What the setting needs to do to improve further

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

- ensure that children are adequately supervised and remain within sight and hearing of a member of staff on outings
- ensure that risk assessments clearly identify all potential hazards to children's safety and that the appropriate action is taken to reduce or remove the risks
- ensure that all staff are fully aware of their roles and the responsibilities, with particular regard to risk assessments and supervision of children to ensure children are kept safe at all times.

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

- strengthen the opportunities that staff have to share their knowledge and skills and learn from each other, so the quality of teaching is of a consistently high standard.

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

- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised, unless the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

Inspection activities

- Ofsted carried out this inspection as a result of a risk assessment, following information they received about this provider.
- The inspector observed activities in the pre-school room, baby room and the outside play space.
- The inspector spoke with members of staff, children's centre workers, speech and language therapists and children at appropriate times during the inspection and held a meeting with the pre-school and daycare manager.
- The inspector carried out a joint observation with the pre-school and daycare manager to evaluate the quality of teaching.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the pre-school and daycare, and a range of other documentation, including policies, procedures and risk assessments.

Inspector

Daniella Tyler

Inspection findings

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

Staff have a good understanding of how children learn. They all get to know the children well through regular observations and discussions with parents. They use this information to plan challenging and enjoyable activities that meet the individual needs of all the children. Staff support children's communication and language skills well. They engage the children in age-appropriate conversations, give them time to respond to questions and repeat phrases back to them. Staff also use these skills to provide effective support for children with special educational needs and/or disabilities. All children make good progress in their learning. Staff support children's imagination and critical thinking skills well. They engage them in purposeful conversations during pretend play and encourage them to think about what they need to do next. For example, while children are playing in the pretend builders' yard, staff encourage them to think about what materials they need to build a house.

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

Staff have failed to keep children safe by ensuring they are adequately supervised at all times. On an outing to the school field, staff did not conduct regular head counts to check that all children were with them when they returned to the setting. This resulted in a child being left out of sight and hearing of staff and put the child at significant risk of harm. In addition, staff did not consider the added hazard of the school gates that are open at all times and lead onto a main road. Staff encourage children and parents to learn about healthy lifestyles. They offer recipes to parents for making healthy snacks and talk to children about the food that is good for them. Children develop some independence as they access toys independently and hang up their own coats and bags. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have child protection concerns about a child. Children are emotionally prepared for school. They visit the on-site school regularly and meet their teachers. The teachers also visit them in the pre-school and daycare.

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

The provider has failed to ensure that all staff are aware of their roles and responsibilities in protecting children from harm. They are not always aware of the children they are responsible for on outings. This leads to children not being kept within sight and hearing of adults and puts them at risk of harm. The manager and staff complete risk assessments but these are ineffective as they fail to identify significant risks to children's safety. Staff have not taken all reasonable steps to ensure that children are kept safe and supervised when on outings. The manager evaluates the daycare and pre-school regularly to identify areas for improvement. However, she has failed to identify the significant weaknesses identified at this inspection. The manager oversees children's assessments to identify children who need more support to make good progress. Staff are provided with regular training in teaching and learning to keep their knowledge and skills up to date. However,

the staff that are more experienced and qualified do not always share their skills with less experienced staff in order to raise the quality of teaching to a higher standard.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY317098 |
| Local authority | Norfolk |
| Inspection number | 1022339 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 11 |
| Total number of places | 52 |
| Number of children on roll | 35 |
| Name of provider | Pebbles Childrens and Family Services Ltd |
| Date of previous inspection | 17 September 2010 |
| Telephone number | 01263 724600 |

Pebbles Pre-School and Daycare was registered in 2006. It employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The pre-school and daycare opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The pre-school and daycare provides funded early education for two-, three- and four-year-old children. It also operates a before and after school club and a holiday club for school-aged children. The pre-school and daycare supports children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

