

# Pebbles Day Nursery

133 Cavendish Road, Bispham, Blackpool, Lancashire, FY2 9EG



## Inspection date

Previous inspection date

21 December 2015

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The professional development and supervision of staff is not robust in helping them identify gaps in their personal effectiveness in teaching.
- Self-evaluation is not rigorous in identifying and acting on areas to improve. Sometimes, accurate records of children's arrival and departure times are not maintained.
- There are inconsistencies in staff practice. Not all staff use the information gained from assessments to appropriately plan experiences to shape children's learning in order to narrow identified gaps in their learning and development.

### It has the following strengths

- Most staff provide a broad range of well-planned learning experiences, covering all seven areas of learning.
- Partnerships with parents and other professionals are strong. Parents contribute to assessments and are kept informed regarding children's progress. This shared approach helps support children's learning, development and well-being.
- The key-person system works well. All staff are clear about their role in helping children form secure emotional attachments. Effective care practices meet children's individual needs and their confidence and emotional well-being are effectively supported.
- Staff support children's growing understanding of how to keep themselves safe and healthy.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that effective methods for recording the times of children's attendance each day are rigorously implemented</li> </ul>	04/01/2016
<ul style="list-style-type: none"> <li>■ improve the supervision of staff to ensure all staff receive support, coaching and training, and consistently promote the interests of children</li> </ul>	21/01/2016
<ul style="list-style-type: none"> <li>■ ensure that information gained from assessments is consistently used to plan activities to shape children's learning, and to narrow identified gaps in their learning and development.</li> </ul>	21/01/2016

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

- improve the use of self-evaluation and reflective practice to ensure all legal requirements are met, and to continually identify the nursery's achievements or ongoing areas for future development.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager, who is also the provider.
- The inspector looked at children's assessment records, planning documentation and the nursery's written documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation form.
- The inspector took account of the written views of parents and the views of those spoken to on the day.

### Inspector

Jacqueline Midgley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff are suitably trained and have a good understanding of child protection procedures. However, accurate records detailing the times of arrival and departure of children are not always maintained. This potentially puts children at risk, although the risk is minimal as staffing ratios are above the legal requirements and all staff know which children are present. A robust recruitment procedure is in place and a thorough induction programme is completed. The manager engages in regular monitoring and professional supervision of staff. However, this has been implemented relatively recently, and is not yet fully effective. Her monitoring of practice does not yet identify inconsistencies in the quality of teaching and children's learning experiences. Self-evaluation is also not used as effectively as possible to identify ways in which all practices can be improved.

### **Quality of teaching, learning and assessment requires improvement**

Most staff hold childcare qualifications and, generally, use their knowledge of how children learn to provide good quality experiences for them. However, the quality of teaching and learning differs across the nursery. The teaching in the toddler room is not always tailored to support children's individual needs and abilities. Staff do not always use assessment information to recognise children's progress and plan experiences to support their learning and development. For example, some staff identify gaps in children's learning, but do not plan activities to narrow those gaps. This limits the progress some children make. The quality of teaching in the pre-school and baby room is good. Children in the pre-school room play purposefully and demonstrate their creativity, communication and language, and mathematical skills. Older children use descriptive language effectively to elaborate their ideas. Disabled children and those with special educational needs make good progress in their learning. Effective partnerships with other professionals, and well-thought-out systems for support, help ensure their individual learning needs are well met.

### **Personal development, behaviour and welfare require improvement**

Caring and nurturing interactions between staff and children help them to feel emotionally secure. Settling-in sessions are flexible and work extremely well. Staff consistently encourage and reinforce good hygiene practices. Children form very close relationships with the supportive staff. Children's individual needs are met well and their confidence and emotional well-being are effectively supported. However, the failure to accurately record children's attendance means they are not fully protected in emergency situations. Children behave well and the staff calmly and consistently communicate their expectations. Children are relaxed, happy and kind to each other.

### **Outcomes for children require improvement**

Staff support children to develop their independence and self-care skills. This prepares them well for when the time comes to move to school. However, not all staff consistently support children to create firm foundations in their learning. There are inconsistencies in the rate of progress and outcomes for different groups of children.

## Setting details

<b>Unique reference number</b>	EY476891
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	968079
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Rachel Alice Dey
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01772631663

Pebbles Day Nursery was registered in 2014. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm.

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