

Pebbles Pre-School & Day Care

Trunch Road, Mundesley, Norfolk, NR11 8LE



Inspection date	22 January 2016
Previous inspection date	30 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider has made significant improvements since the last inspection to ensure that children remain safe at all times. The staff recruitment, training and supervision programme have been reviewed and improved. All staff now understand the safe working practices that must be followed.
- Partnerships with parents are strong. They are regularly given information about their children's progress and are involved in their learning through a two-way flow of information about it.
- Children experience seamless transitions between their care environments. Parents value the effort put in by the staff team to welcome and get to know their children.
- The key-worker system is effective and well established. Children are attached to their key person and regularly spend time with them learning and playing.
- Activities provided are carefully planned to give children a broad range of experiences and are well balanced across the areas of learning. Teaching is strong and children make good progress.
- Staff support the development of children's confidence and self-esteem. They engage enthusiastically with children throughout the day.

It is not yet outstanding because:

- Although staff monitor the progress made by individual children, assessment is not yet sharply focused enough to analyse the progress of specific groups of children.
- The pace at which staff give information during play and activities is occasionally too fast for some children to consider, develop and express their own emerging ideas.

What the setting needs to do to improve further

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

- sharpen the process of monitoring the progress being made by specific groups of children in order to be able to target teaching even more accurately where necessary
- give children more opportunity to think about and consolidate the information given by staff during some activities, taking account of their need to think about and share their responses and ideas.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with manager, who is also the nominated person. She looked at relevant documentation, including the setting's self-evaluation, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector completed a joint observation with the manager.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in safeguarding children and know how to respond to any concerns they may have where a child may be at risk of harm. The manager reviews practice regularly with the staff and sets clear priorities for improvement to bring about positive changes. Staff are learning how to support each other to be more effective teachers. Regular supervision and monitoring of staff's work ensures that quality is achieved. Monitoring is used to identify children who need additional support and to ensure that all children are making progress over time. The provider has addressed issues arising at the last inspection and has ensured that children's safety is now always maintained on outings.

Quality of teaching, learning and assessment is good

Children are supported to develop their knowledge and skills through a variety of interesting activities. The outdoor area is resourced with equipment that children use imaginatively. There is daily time for children to be physically active. For example, children develop their large muscles as they play outside with large blocks and dig vigorously in sand. Children have time to follow their own interests during freely chosen activities, supported by staff who are playful and encouraging. Parents are encouraged to contribute to their children's learning by sharing what children enjoy doing at home. They also attend activities, such as the off-site Forest School sessions for older children. Assessment of children's abilities, interests and needs begins from the outset. As a result, staff know where children are in their learning. Staff plan how to extend children's skills and knowledge and support them to develop key skills ready for their next stage in learning.

Personal development, behaviour and welfare are good

Staff are proactive to ensure that all children are able to participate and enjoy all activities. For example, staff encourage boys and girls enthusiastically engage in baby-care role play together. Each child's key person works closely with parents, including meeting children at a home visit. This helps to develop the relationships between parents, children and staff. Children's individual health and care needs are met effectively. For example, the routines of babies are identified and followed to ensure consistency of care between their home and the setting. All children are given sensitive care and staff provide a particularly calming and relaxing baby area. Young children are very content and engaged in their learning. Children know how to behave well and follow the clearly identified rules. They are supported as they develop self-care skills, such as when older children are encouraged to put on their own coats and shoes.

Outcomes for children are good

All children, including those with English as an additional language, disabled children and those with special educational needs are supported to make progress in their learning. The setting uses a variety of methods to help children to catch up where progress is not yet at expected rates. This includes supporting them to develop their speech and language skills. Children develop key skills and a positive attitude to learning, preparing them well for school.

Setting details

Unique reference number	EY317098
Local authority	Norfolk
Inspection number	1024115
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	52
Number of children on roll	91
Name of provider	Pebbles Children and Family Services
Date of previous inspection	30 July 2015
Telephone number	01263 724600

Pebbles Pre-School & Day Care was registered in 2006. It employs 20 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 setting 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 setting supports disabled children and those with special educational needs and children with English as an additional language.

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