

Pebbles Day Nursery

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



Inspection date

19 February 2016

Previous inspection date

17 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Management systems are not robust enough to identify all of the aspects of the provision that need improving. Managers are not fully aware of some inconsistencies in the completion of the progress check for children aged between two and three years.
- Staff do not routinely share information with other settings that children attend in order to fully promote a consistent approach to children's learning.
- Managers do not precisely evaluate the information they gather from their monitoring of children's progress. Some children who require extra support to develop their key skills, including their speech and language, do not always receive this quickly enough.
- Staff do not make best use of the initial information they gather from parents to inform their early assessments of children's abilities and needs more swiftly.

It has the following strengths

- The nursery is welcoming and inviting to children. The well-qualified staff provide interesting activities that engage children. Children enjoy their time at the nursery as staff support them to join in, explore, think and create as they play.
- Children's social skills are developing consistently over time, helping to prepare them for school. Staff support them to learn about their feelings and how their behaviour can affect others. Children are enthusiastic to learn and are good role models for each other.
- Managers regularly seek the views of staff, parents and children. Staff provide information and activities to help parents to support their children's learning at home.

What the setting needs to do to improve further

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

	Due Date
■ ensure that the progress check for children aged between two and three years is completed appropriately by all staff, enabling the targeted plans to be put into place more swiftly	31/03/2016
■ establish effective systems for working in partnership with other settings that children attend, developing a shared approach to children's learning	31/03/2016
■ use information gained from the tracking of children's progress to assess the rates of progress made by specific groups of children, ensuring that any emerging gaps in their learning are quickly identified and addressed.	29/04/2016

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

- implement a robust self-evaluation process, building on the work already started to identify strengths and set challenging targets for sustained improvement
- make better use of the information that is gathered from parents about children's previous learning, informing initial assessments of children's needs more quickly.

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.
- The inspector completed a joint observation with the setting manager.
- The inspector held meetings with the setting manager and provider. She looked at relevant documentation, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff working with children.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management requires improvement

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 management has worked with advisors from the local authority to address the weaknesses from the last inspection. Managers have purposefully recruited several appropriately qualified staff, including one with a higher-level qualification, in order to raise the quality of teaching. Staff receive regular supervision and managers have recently included the monitoring of the quality of staff's recording of children's progress. Some appropriate training has increased staff's knowledge and skills of how children learn, including more effective planning to meet the needs of boys. However, self-evaluation is not robust enough to accurately prioritise further weaknesses in practice. Information from the monitoring of children's progress is not evaluated accurately enough to identify the most important areas on which to focus the development plans. Furthermore, there is not an effective system in place to share information between different settings that children attend.

Quality of teaching, learning and assessment requires improvement

Staff now regularly assess children's progress and plan suitably challenging activities for most children, promoting their learning. However, not all children who require a higher level of targeted support receive it swiftly enough. The manager has put several strategies in place to improve the way in which parents are involved in their children's learning. As a result, many parents are becoming increasingly motivated to share in their children's achievements. However, staff are not making the best use of the information they gather from parents when children first attend. They do not routinely incorporate the information they are given into their early assessments of children's abilities. There are sometimes delays in planning activities aimed at promoting children's individual next steps in learning.

Personal development, behaviour and welfare are good

Robust risk assessments and daily checks by staff create a safe environment. Accidents are managed appropriately. Children are given care and comfort whenever they need it. Staff form close bonds with children and children chat confidently to them as they play. Babies and toddlers are cared for kindly and attentively by staff, helping to develop their self-esteem. Young children in particular have close attachments with their key person. Staff appropriately meet the individual health and care needs of all children. Children are actively involved in their learning, as a result of improvements that staff have made to the indoor learning environment. Children show a strong sense of belonging. Staff involve them in changes they make to the environment and help to develop their ideas about what they should do at nursery. Staff use children's suggestions to plan further activities.

Outcomes for children require improvement

Most children are making steady progress in their learning and gaining some skills for their future learning. However, the effects of the recent improvements to assessment and teaching are not yet embedded well enough to support all children to make good progress.

Setting details

Unique reference number	EY414298
Local authority	Norfolk
Inspection number	1023037
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	37
Number of children on roll	43
Name of provider	Pebbles Day Nursery Norfolk Ltd
Date of previous inspection	17 July 2015
Telephone number	01328 829885

Pebbles Day Nursery was registered in 2010. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional status. 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. The nursery supports disabled children and those with special educational needs.

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