

Pebbles Day Nursery

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



Inspection date

5 August 2016

Previous inspection date

21 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children enjoy playing with a wide selection of high-quality resources. Activities are based on children's interests and the environment is adapted to support their learning well. These contribute towards children being motivated and able to explore freely.
- Staff use comprehensive assessments to evaluate the progress that children make and provide them with the support they need. All children are acquiring the skills they need for future learning. They are making good progress from their starting points.
- Children who have special educational needs or disability are particularly well supported. The special educational needs coordination is well organised, thorough and comprehensive.
- The key-person system is good. All staff are clear about their role in helping children form secure emotional attachments. Children's individual care needs are very well met and their confidence and emotional well-being are effectively supported.
- Partnerships with parents and other professionals are strong. There is a very effective two-way flow of information. Children form secure attachments and there is a shared approach to their learning, development and well-being.

It is not yet outstanding because:

- On occasions, some staff do not make the best possible use of opportunities to extend children's learning. For example, when older babies are playing outdoors, some staff miss opportunities to support their developing vocabulary further.
- Staff do not consistently implement strategies to support children to learn how to recognise and understand time spans during play. For example, staff supporting children to extend their concentration span encourage them to stay on task for five minutes but do not fully support their understanding of what that time period means.

What the setting needs to do to improve further

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

- enhance ways that help all staff consistently make the most of opportunities to further support younger children's individual learning
- implement effective ways to support children to learn how to manage and understand about time during play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held meetings with the registered individual, who is also the manager of the setting.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, discussed how practice is evaluated and the nursery's improvement plans.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jacqueline Midgley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures are understood and implemented well by all staff. A robust recruitment procedure is in place and a thorough vetting and induction programme is completed. The manager leads the staff team effectively. She ensures that staff have a secure understanding of how to manage and minimise any risks to children. This is achieved through training opportunities, discussions at staff meetings and supervision sessions. Overall, various systems of self-evaluation help to maintain continuous improvement and outcomes for children. Actions and recommendations from the last inspection have been addressed. Staff are well supported through effective monitoring and professional supervision. The manager monitors practice, sets targets and strives to continually improve children's experiences. She monitors the progress made by individuals and different groups of children. She analyses this information thoroughly to identify and help to quickly close any emerging gaps in their learning.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of each child's learning. This information is used very well to inform planning that reflects children's individual interests and styles of learning. Most staff are qualified and all of them generally have a good understanding of how children learn. Staff use their knowledge well to promote children's learning in a variety of ways. Staff support pre-school children's critical thinking, communication and language development very well. They encourage older children's interest in books and use a wide range of teaching techniques to help them to enhance their literacy skills. Older children enjoy identifying letters and words that start with various letters. They use descriptive language effectively to elaborate on their ideas.

Personal development, behaviour and welfare are good

Caring and nurturing interactions by staff help children to feel emotionally secure. Children's individual care needs are very well met and their confidence and emotional well-being are effectively supported. There is an atmosphere of mutual respect and trust where staff calmly and consistently communicate their expectations. As a result, children's behaviour is very good. Children are relaxed, happy, kind to each other and eagerly participate. Children's independence skills are fostered well. This helps them to develop confidence in carrying out simple tasks for themselves. Amongst other things, they help to tidy up and take turns serving each other at snack time. They enjoy nutritious, healthy snacks and meals and have plenty of outdoor play. These contribute to their good health and physical well-being. Children's understanding of how to keep themselves and each other safe is well supported. Children demonstrate their understanding as they explain the need to sweep up dropped sand promptly to avoid slipping and hurting themselves.

Outcomes for children are good

All children are confident and happy to learn. The enthusiastic staff team encourages children to develop a thirst for learning. Staff provide many opportunities that help to prepare children well with the skills and knowledge they require in readiness for school.

Setting details

Unique reference number	EY476891
Local authority	Blackpool
Inspection number	1035362
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	25
Number of children on roll	34
Name of registered person	Rachel Alice Dey
Registered person unique reference number	RP516803
Date of previous inspection	21 December 2015
Telephone number	01253 353877

Pebbles Day Nursery was registered in 2014. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery supports children who have special educational needs or disability. The nursery provides funded early education for two-, three- and four-year-old children.

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