

Pebbles Day Nursery

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



Inspection date

30 November 2016

Previous inspection date

19 February 2016

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

- The management team has made improvements since the last inspection and the actions have been successfully addressed. The manager now has effective systems in place to monitor and evaluate all children's progress. Staff communicate regularly with other settings that children attend. This helps to ensure that everyone is knowledgeable about how to support children's ongoing progress.
- Partnerships with parents are excellent. Staff encourage parents to share detailed information about their children's capabilities at home when they first start at the nursery. They keep parents very well informed of their children's progress. Staff provide activity ideas to help parents support their children's learning at home.
- The well-qualified staff plan activities that encourage children's natural curiosity to learn. For example, children develop their concentration as they closely observe what happens when they experiment with colourful sweets and water. Staff provide new vocabulary for the children. This contributes to the good progress children make.
- Children benefit from being cared for by a friendly and caring staff team in a welcoming environment. Staff support children effectively as they move from their home to the nursery. They creatively display photographs of family members around the nursery. Children demonstrate that they are happy and feel safe and secure.

It is not yet outstanding because:

- Staff sometimes overlook opportunities to extend children's thinking skills to higher levels. On occasions, staff do not support children to think about what they want to say before moving on with the conversation.
- New systems for monitoring staff's performance are not yet fully embedded to ensure high-quality supervision.

What the setting needs to do to improve further

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

- enrich children's thinking skills to higher levels, giving them more time to think about and formulate their own responses to questions that arise from their play and learning
- refine the focus of supervision meetings to support staff to raise the quality of teaching to the highest level.

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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including the nursery's self-evaluation, records of children's learning and development and a selection of policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector took account of parents' views. She spoke to a small number of parents during the inspection and looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff ensure that children make good progress from their starting points. They share accurate assessments with parents, so that they know how well their children are progressing. The manager effectively checks and reviews the quality of the nursery to set high expectations and drive improvement. She has implemented effective changes with support from the local authority. Staff now have supervision meetings. They are supported to attend training courses to enhance their teaching practice and improve outcomes for children. The arrangements for safeguarding are effective. Staff know the appropriate action to take if they have concerns about a child. Rigorous recruitment and induction procedures are followed to ensure that all staff are suitable for their role.

Quality of teaching, learning and assessment is good

Staff get to know the children well and have a good awareness of their individual needs. They provide children with a balanced range of activities to promote all areas of learning, both indoors and outdoors. Children of all ages confidently explore their environment. Babies enjoy investigating different textures, such as coloured rice and a board containing household objects. Older children are imaginative and creative as they use cups to build a tower. They have many opportunities to develop their counting skills. Children turn pages carefully as they independently look at books. Staff get down to the children's level and respond well to babies' babbles. They are skilful at extending learning opportunities as they arise. For example, staff talk to children about what they are doing as they explore the frost and ice in the outdoor area. Children are motivated and interested.

Personal development, behaviour and welfare are good

Staff are good role models and manage children's behaviour effectively. They are calm and remind children of the nursery rules, such as using walking feet. Staff praise the children appropriately. This enables children to develop their sense of self-esteem and confidence. Staff are vigilant and carry out daily checks of the premises to ensure that all areas used by the children are safe and suitable. Babies and young children sleep or rest according to their needs and staff stay close by to help them to settle. Children enjoy nutritious snacks and meals. They have daily opportunities to be active in the stimulating outdoor areas. This helps to promote their good health and supports their physical well-being. Staff plan trips to places in the local community so that children have the opportunity to discover and learn about the world around them. For example, they go on walks around the village to the shop, park, church, war memorial and daycare centre.

Outcomes for children are good

Children gain many skills that they need in preparation for the next stage in their learning, such as starting school. They learn to share and take turns. Older children enjoy routine group activities where they learn to listen to adults and each other. They actively take part in conversations and have many opportunities to learn about letters and sounds. Staff support children who speak English as an additional language to use their home language, as well as English, in their play. All children make good progress based on their individual starting points and capabilities.

Setting details

Unique reference number	EY414298
Local authority	Norfolk
Inspection number	1041126
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	37
Number of children on roll	37
Name of registered person	Pebbles Day Nursery Norfolk Ltd
Registered person unique reference number	RP907060
Date of previous inspection	19 February 2016
Telephone number	01328 829885

Pebbles Day Nursery was registered in 2010. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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