

Pebbles Nursery and Pre-School

Nunroyd House, Nunroyd Park, New Road, Yeadon, LEEDS, LS19 7HR



Inspection date

1 September 2017

Previous inspection date

9 July 2013

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

- Managers and staff are passionate about providing the best opportunities for children and helping every child achieve as well as they can.
- Children are active and motivated learners who eagerly participate in the activities provided. Staff use a variety of effective methods to help children learn. For example, they skilfully use questions to help children develop their thinking further.
- Staff are effectively deployed. This helps to ensure that children are kept safe and secure. Children are settled, happy and confident.
- Partnerships with parents and a wide range of other professionals is highly effective and a key strength of the nursery. Children who have special educational needs and/or disabilities are fully supported through an accomplished, consistent and joined-up approach. Parents are highly appreciative of the support that staff provide.
- Children behave well. Staff sensitively help children understand the rules. Children are responsive and listen to each other, cooperate, take turns and show respect for others.
- Children are confident communicators. Staff hold meaningful conversations with them and provide the right amount of support to help children develop their speaking skills.

It is not yet outstanding because:

- Staff undertake essential training, however, professional development is not yet focused precisely on developing outstanding teaching practice to raise children's achievements to the highest level.
- Staff do not always further develop children's understanding of mathematical position and distance during their spontaneous play.

What the setting needs to do to improve further

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

- refine professional development to focus more precisely on developing outstanding teaching skills
- develop children's understanding of mathematical position and distance even further.

Inspection activities

- The inspector observed the quality of teaching during activities and evaluated how these supported children's learning.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at various documents, including a sample of policies and procedures, children's records and discussed the nursery's self-evaluation.
- The inspector spoke to parents and professional partners during the inspection and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a robust understanding of how to protect and safeguard children. They are confident in knowing what to do if they have concerns about a child's welfare. Staff continually evaluate risks and minimise these to help children be safe. Any accidents or injuries are recorded in detail and are analysed to help reduce the chance of recurrence. The management team effectively recruit staff safely and check they are suitable to work with children. Staff are well qualified. Regular supervision and room meetings ensure that staff are supported to understand their roles and responsibilities, overall. Managers monitor progress and effectively use additional funding to improve outcomes for children. Parents and children's contributions are valued to support effective self-evaluation of the nursery. For example, as a result of feedback staff have worked hard to successfully develop healthy menus that children enjoy.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's development and plan activities that extends their learning, overall. Babies are happy, settled and demonstrate the determination to explore and learn as they confidently crawl. Staff provide textures and materials that babies are interested in and support them as they investigate. Staff talk about what babies are doing and develop a game of peek-a-boo to delight them. Children use their imagination as they pretend to be the teacher. They take the lead with their friends as they sing favourite songs with confidence. Staff skilfully play along and offer suggestions to further extend children's knowledge of songs. Older children listen attentively to stories. Staff read with expression and leave space for the children to join in. Children excitedly demonstrate understanding and humour as they repeat familiar sections of the story together. This helps to further develop their literacy skills.

Personal development, behaviour and welfare are good

A flexible approach to settling children into nursery is in place. Children's move from room to room is handled sensitively and when the time comes information is shared with schools about their learning and development. This helps to support children's emotional well-being. Children display confidence when challenging their physical skills. Older children navigate wheeled toys safely and climb with strength and skill. Children make independent choices as they serve their own breakfast cereal. Freshly prepared food and snacks meets children's dietary requirements. Children follow strong hygiene routines to promote their self-care. Staff effectively support children's physical well-being. Children learn about and respect the differences between people in this highly inclusive nursery.

Outcomes for children are good

All children, including those who receive additional funding and those who have special educational needs and/or disabilities, make good progress. Children enjoy drawing and writing outdoors. Younger children actively explore the dough and use increasing strength to roll it flat. Older children talk clearly about their ideas and experiences to each other. Children develop good learning attitudes and the skills they need for school.

Setting details

Unique reference number	EY457002
Local authority	Leeds
Inspection number	1066542
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	104
Number of children on roll	135
Name of registered person	Pebbles Nursery Ltd.
Registered person unique reference number	RP902249
Date of previous inspection	9 July 2013
Telephone number	01943879020

Pebbles Nursery and Pre-School registered in 2013. The nursery employs 36 members of childcare staff. Of these, 31 hold appropriate early years qualifications at level 3 and above, including two members of staff who hold qualified teacher status. The nursery opens from Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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