

Little Pebbles

Sangam Community Centre, 210 Burnt Oak Broadway, Edgware, Middlesex, HA8 0AP



Inspection date

5 April 2018

Previous inspection date

2 November 2015

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

- Staff form positive relationships with children, who settle readily, make friends and play happily. Children's behaviour is good.
- Staff attend to the needs of babies and children well. Babies learn new words and children make good progress in relation to their individual starting points. Staff prepare children well for the next stages in their learning, including school.
- Children learn about other people and their cultures. For example, they enjoy singing multicultural songs and taste food from different countries.
- Partnerships between parents and staff are effective. For instance, staff keep parents well informed about their children's progress and well-being, and involve them in planning children's next steps in learning.
- Staff establish close links with other early years providers and relevant agencies to ensure progression and continuity in children's learning and development.
- Managers assess and evaluate the quality of the provision to help ensure that children progress well and staff cater for their needs and abilities effectively.

It is not yet outstanding because:

- Staff do not consistently offer children experiences to extend and build on their understanding of technology.
- The systems for analysing the progress made by different groups of children are not yet fully embedded to help identify less-obvious gaps in learning.

What the setting needs to do to improve further

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

- find more ways to help children develop their understanding of technology
- build on the arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need, to increase the potential for them to achieve at the highest possible levels.

Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the nursery's policies and procedures, including those related to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Thorough recruitment and vetting procedures help ensure that staff are suitable to work with children. Staff have a good knowledge of safeguarding procedures. For example, they keep up to date with changes to safeguarding practice, to protect children in their care. Overall, managers monitor the progress of each child effectively. For example, older boys show a preference for learning and staff help them enjoy construction tools. Managers observe staff regularly and give them constructive feedback to help them develop their practice. They provide effective induction and training opportunities to support staff's professional development. Staff keenly attend courses to strengthen their skills. Managers and staff seek the views and comments of parents, children and outside professionals to maintain a good service.

Quality of teaching, learning and assessment is good

Staff gather relevant information from parents about their children's learning and development. They use such information, along with their ongoing observations, to plan exciting activities to meet the needs of each child successfully, including older boys. Children keenly join in play and get on well with each other. Staff explain activities well to children. The children use their creativity well. For example, they use different collage materials to create imaginative pictures. Young children explore musical instruments and listen to the sounds they make. Babies investigate pop-up toys and learn how things work. Staff introduce children to books and songs, and hold discussions with them. Children learn new rhymes and vocabularies.

Personal development, behaviour and welfare are good

Staff are good role models for children. For example, they talk to children in a respectful way and remind them to use good manners, such as saying 'please' and 'thank you'. Staff share their behaviour procedures with parents and children so that they know what is expected. Children learn to share toys fairly, take turns and consider the views of others. Children learn about healthy lifestyles, for instance, through physical exercise and healthy eating. They enjoy healthy meals and learn about the importance of handwashing to reduce the risk of infection. The provider has improved the outdoor provision and children have frequent daily opportunities to play outside. Young children ride bicycles and scooters safely. Older children balance well on stepping stones and show good awareness of others. Staff undertake daily checks of the premises to keep children safe.

Outcomes for children are good

Children make good progress and any gaps in learning are closing. Babies learn to play with others. Young children are developing in confidence and learn to respond well to instructions. Older children recognise letters and sounds and eagerly practise writing words, such as their names, correctly. They can sort and match objects and use good mathematical language to describe shapes of resources in the learning environment. They ably explain that when they mix water with oil together, oil floats up to the surface, exploring the concept of floating and sinking.

Setting details

Unique reference number	EY432016
Local authority	Barnet
Inspection number	1131483
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	62
Number of children on roll	77
Name of registered person	Jessica Khetani and Kanta Hirani Partnership
Registered person unique reference number	RP530881
Date of previous inspection	2 November 2015
Telephone number	02089529452 and 07897206491

Little Pebbles registered in 2011 and is open each weekday from 8am to 6pm, throughout the year. The provider receives funding to offer free early years education for two-, three- and four-year-old children. There are 17 members of staff, 13 of whom hold appropriate early years qualifications at level 2 or above.

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