

# Pebbles Pre-School

Devonshire Avenue, Southsea PO4 9EQ



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 27 September 2018 |
| Previous inspection date | Not applicable    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of 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

### The provision is good

- Children are settled and feel secure at this friendly, welcoming nursery. Staff work hard to create an interesting learning environment where children easily help themselves to a good mixture of resources and equipment.
- The manager supports her staff well. For example, she holds meetings with them to discuss their professional development. She invites them to reflect on their own practice and contribute suggestions for future learning. Staff are happy and feel valued, and they offer parents and children access to a good quality provision.
- Parents compliment the good support that staff provide them. They comment that their children are happy and make good progress. Parents talk highly of the care and support they are given when their children are toilet training and how ideas are shared to support learning within the home.
- Staff help children to develop their awareness of healthy lifestyles. For example, they provide nutritious snacks and engage children in conversations about healthy food choices and hygiene routines, such as handwashing before eating and after engaging in sensory activities.

### It is not yet outstanding because:

- Occasionally, some staff do not ask questions in the best way to encourage children fully to think critically and solve problems.
- The manager does not have a secure picture of how well groups of children who attend the nursery are progressing.

## What the setting needs to do to improve further

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

- enhance the use of questioning and give children more opportunities to think critically and work things out for themselves
- build further on the developing systems to monitor the progress made by different groups of children, to help identify any gaps in provision and close any differences in achievement.

### Inspection activities

- The inspector held conversations with the manager, the pre-school learning alliance operations manager, staff and children throughout the inspection.
- The inspector observed the quality of teaching and children's activities. She completed a joint observation of an activity with the manager and held discussions about children's progress and learning.
- The inspector spoke to some parents to seek their opinions about the pre-school.
- The inspector accessed children's learning documents and spoke to staff about the progress children are making.
- The inspector met with the manager to look at a range of documentation, including policies, staff records, self-evaluation records, recruitment and training procedures, and safeguarding procedures.

### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of leadership and management is good

The manager works closely with her staff to develop the pre-school consistently. She regularly monitors and evaluates the quality of the activities children have access to and supports staff to make continuous improvements in the layout of the resources. Recruitment processes are robust. Staff have a good induction process, with continuous support from the manager, which helps them to gain confidence in their abilities. Safeguarding is effective. The manager ensures that staff are kept up to date and meet the safeguarding and welfare requirements well. For example, staff attend training. They discuss what to do if they have concerns for a child's welfare and the procedures to follow.

### Quality of teaching, learning and assessment is good

Staff know the children very well and use their interests to plan a stimulating and engaging environment. They support early literacy skills well. For example, during a painting activity, staff provide children with a range of tools, such as different-sized brushes, to help support their early writing skills. Staff regularly observe and assess children's individual progress to check that there are no gaps in their learning. They evaluate how to make planned activities challenging for children and how they can keep learning areas fresh and exciting. Children use their imaginations well. During a role-play activity, they pretend to be doctors, nurses and patients. Taking turns with each other during play, they share the medical equipment and, with support, further develop their understanding of people who help us.

### Personal development, behaviour and welfare are good

Settling-in procedures are tailored to the individual needs of each child and their family. Staff find out about children's established routines and follow these, promoting continuity of care. Children develop positive emotional attachments with staff. The key-person system is used effectively in helping children to settle when they first start. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. All children are encouraged to be polite and gain a good understanding of sharing and taking turns. Children relish outdoor play which offers challenge and interest. For example, all children become absorbed in their play, explore and use their senses as they dig in the soil.

### Outcomes for children are good

Children make good progress from their starting points and are well prepared for the next steps in their learning. Children acquire skills to help them to be prepared for when they start school. Children build on their early mathematical skills well, learn to recognise different shapes and colours, and match these to similar ones on supporting activity cards, counting how many they have as they group different sets together.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY536749  |
| <b>Local authority</b>                           | Portsmouth  |
| <b>Inspection number</b>                         | 10076834  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 18  |
| <b>Name of registered person</b>                 | Pre-School Learning Alliance  |
| <b>Registered person unique reference number</b> | RP900844  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 02392 824172  |

Pebbles Pre-School registered in 2016 and operates from the Church Hall in Southsea. The pre-school is open from 9am to 3pm each weekday during school term times. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs three members of staff, all of whom hold relevant qualifications at level 2 and 3.

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