

Pebbles Pre School

Church of the Good Shepherd Hall, Kings Walk, Shoreham Beach,
Shoreham By Sea BN43 5LG



Inspection date	19 October 2018
Previous inspection date	15 March 2016

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

- The leadership team is committed to the ongoing development of the pre-school. They regularly evaluate their setting. This helps them to focus on their strengths and areas of development and drive improvement.
- Parent partnerships are strong, overall. Parents have constant access to children's developmental records and regularly contribute to them. Staff regularly share children's next steps. Parents are very pleased with the support they receive and the good communication they have with the staff.
- Children enjoy weekly trips to learn about nature and the world around them. For instance, in their 'beach explorers' session they learn about beach safety and the tides. They collect natural resources to bring back to the pre-school to share with their friends.
- Children make good progress, including children who have special educational needs and/or disabilities. Staff provide a welcoming and caring environment with a wide range of interesting activities for children to experience.
- Staff support children's individual needs very well. For instance, some children enjoy listening to favourite songs when they arrive at the pre-school. Children eagerly wait for the staff to turn on the music and join in the actions.

It is not yet outstanding because:

- At times, staff miss opportunities to encourage and challenge children's thinking skills to help them express their ideas and solve problems for themselves.
- Although staff gather information from parents about children's care needs when they first start, they do not gather enough information about their children's prior learning.
- The manager's systems for monitoring the progress of different groups of children are not embedded enough to sharply focus on all groups who may need further support or challenge.

What the setting needs to do to improve further

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

- create more opportunities to challenge children's thinking and encourage them to solve problems and come up with their own ideas
- gather more information from parents when children first start about their prior learning
- strengthen the arrangements for comparing the progress made by different groups of children to identify all groups who may need further support or challenge.

Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the manager to look at a range of documentation, including policies, staff records, self-evaluation, recruitment, and training and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

The leadership team has high expectations of all staff and are dedicated to continually improving outcomes for children. Staff are offered regular supervision and team meetings to reflect on their practice and identify professional development opportunities. The manager encourages staff to gain new qualifications and to develop their knowledge further. For instance, since their last inspection all staff have attended anaphylaxis training to develop their knowledge of allergies and first-aid procedures. Staff are well organised and work well as a team. All staff have a strong knowledge of their roles and responsibilities. Safeguarding is effective. Staff talk confidently about the safeguarding procedures and how to protect children from extreme views. They know how to report any concerns that a child may be at risk of abuse.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments to plan appropriate next steps for each child's individual needs. There are effective systems in place to identify those individual children with delays or concerns. Children are offered a wide range of opportunities to learn both indoors and outdoors. Children develop good hand-to-eye coordination during creative activities. For instance, they use a preferred hand and demonstrate good control as they use water sprays, paintbrushes or ink dabbers. They confidently draw circles and dots on the paper and concentrate well. Children are offered a wide range of opportunities to use their imaginations. Some children cook marshmallow cupcakes in their kitchen to share with their friends. Others are excited to help build a fire station using cardboard boxes. They are excited to put on aprons and paint the walls using foam bricks and brushes.

Personal development, behaviour and welfare are good

Staff know children very well. The manager and her staff have developed a supportive system to settle children into the pre-school. Staff are positive role models who teach children about acceptable behaviour. Staff clearly communicate expectations and boundaries. Children share, take turns and are kind to one another. Children confidently move between activities and independently access resources that they want to play with. Staff are committed to developing the health and well-being of children. For instance, children have daily opportunities to enjoy fresh air, climb and move their bodies. Each week they enjoy structured exercise and activity sessions to learn about their bodies and how to move them confidently. Children manage their own hygiene needs well and learn to take care of themselves relative to their age.

Outcomes for children are good

All children make choices in their play and develop good independence skills. Children gain skills to support them in the next steps in their learning. For instance, they learn to recognise their names when they self-register when they arrive, hang up their bags and coats, and eat independently at mealtimes.

Setting details

Unique reference number	EY480316
Local authority	West Sussex
Inspection number	10076214
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	35
Number of children on roll	35
Name of registered person	Pebbles Pre School Ltd
Registered person unique reference number	RP907505
Date of previous inspection	15 March 2016
Telephone number	07519 547340

Pebbles Pre School re-registered in 2014 under the current ownership. It operates from the Church of Good Shepard hall on Shoreham Beach, West Sussex. The pre-school employs four members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is open each weekday from 8.30am to 3.30pm on Mondays, Wednesdays and Thursdays. 8.30am to 12.30pm on Tuesdays and Fridays during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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