

# Pebbles Pre-School & Day Care

Trunch Road, Mundesley, Norfolk NR11 8LE



<b>Inspection date</b>	15 January 2019
Previous inspection date	22 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Committee members do not have a clear and consistent understanding of their roles and responsibilities. As a result, they do not fulfil their leadership and management duties effectively.
- The committee does not fulfil its responsibility to review staff's ongoing suitability and ability to care for children. This compromises children's welfare.
- The committee does not have a robust and appropriate overview of the provision. For example, committee members do not provide suitable supervision support for the manager. They are not fully aware of the content of meetings, which are currently carried out by a non-associate of the setting.
- The manager does not consistently use monitoring and staff supervisions to provide effective coaching to ensure staff receive targeted guidance to raise the quality of teaching.
- The manager does not effectively review and evaluate the progress children make, to help identify and quickly address any gaps in their learning or areas for improvement within the provision.

### It has the following strengths

- Parents speak positively about the setting. They praise the lovely atmosphere and friendly staff. Parents feel that their children are safe and well cared for. They comment on being well informed about children's experiences and say that their children enjoy attending.
- Staff are passionate about their work and are keen to deliver a quality service for children. They attend training that enhances their knowledge, such as first aid.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all committee members have a clear understanding of their roles and responsibilities to enable them to fulfil their leadership and management duties effectively	29/01/2019
put in place appropriate systems to ensure the ongoing suitability of all staff to work with children	29/01/2019
ensure that effective arrangements for supervision are put in place for staff that provide support, coaching and training, and encourage continuous improvement.	05/02/2019

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

- develop systems for monitoring the progress made by children to identify gaps in learning and make arrangements to support their achievement at the highest possible levels.

### 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 held a number of discussions with the deputy manager, the committee chairperson and the manager. She sampled relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation and evaluation of an activity with the deputy manager.
- The inspector took account of the views of parents spoken to during the inspection.

**Inspector**  
Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are ineffective. The committee does not sufficiently monitor and manage the provision. Despite having concerns for a period of time about conflicts of interest and a lack of awareness of the content regarding the supervision and appraisal arrangements for the manager, the committee has not taken action to address this issue. The committee has failed to review staff's ongoing suitability or ability to care for children. This compromises children's welfare. Despite this, staff have a secure understanding of the signs and symptoms that could indicate children are at risk of harm and how to refer any concerns they may have. They understand the procedure to follow in the event of an allegation of abuse being made against a member of staff. The manager ensures she vets all newly appointed staff thoroughly and that the premises are safe and secure. The manager audits children's learning records regularly and encourages discussion of children's needs at staff meetings. However, the system for monitoring groups of children's progress is not fully developed. This means the planning of the provision is not entirely effective in robustly meeting children's learning needs, and the recommendations from the last inspection have not been fully addressed. The manager and staff establish positive relationships with parents, and the manager understands how to deal with complaints. Additional funding, such as early years pupil premium, is used appropriately to provide children with experiences such as forest school and cultural music sessions.

### Quality of teaching, learning and assessment requires improvement

Due to weaknesses within leadership and management, the quality of teaching is inconsistent. Although the progress of groups of children is not monitored, staff regularly observe individual children's achievements and plan activities to meet their next steps in learning. They share information effectively with parents about children's progress and interests. Staff use daily conversations and termly meetings with parents to find out what activities children enjoy at home. Staff support children's communication skills well. They introduce new words to young children. Staff encourage plenty of conversation with older children. For example, they join in with their pretend play and show interest in their stories about home.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare is not assured. However, staff develop positive relationships with their key children and families, which promotes children's emotional well-being. Children settle quickly and enjoy their time at the setting. Staff supervise children well and are alert to any emerging hazards in the environment. For example, staff remove toys which are broken and are vigilant in securing doors and gates. Staff are effective role models who demonstrate positive relationships with their colleagues. Children benefit from regular opportunities for physical activity in the garden. They also enjoy fresh fruits and vegetables during sociable snack times. Children's behaviour is good. Staff teach children key rules, such as using 'walking feet indoors', which helps children to understand what is expected.

### Outcomes for children require improvement

Children, including those with special educational needs and/or disabilities, make suitable progress to help prepare them for school. Babies are confident and show curiosity as they explore their environment. They concentrate as they climb large blocks outside and delight in warm interactions with staff. During the inspection, older children used torches to make shadow shapes on the side of a black tent. They explored the different shapes their hands made and talked about what the shadows looked like, suggesting spiders and butterflies. This promotes their imaginative skills.

## Setting details

<b>Unique reference number</b>	EY317098
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10073595
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	52
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Pebbles Children and Family Services
<b>Registered person unique reference number</b>	RP525942
<b>Date of previous inspection</b>	22 January 2016
<b>Telephone number</b>	01263 517986

Pebbles Pre-School & Day Care registered in 2006. The setting employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The setting operates Monday to Friday, from 8am until 6pm, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children. The setting also operates a before- and after-school club and a holiday club for school-age children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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