

# Pebbles Pre-School

2 Wedgewood Road, Luton, Bedfordshire LU4 0RH



<b>Inspection date</b>	28 March 2019
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

### This provision is good

- The manager works closely with trainers and other professionals to ensure that staff consistently maintain high standards for children's development.
- In line with recent training, staff reflect deeply on how to provide a good experience for children. Teaching is good.
- Staff contribute ideas to planning that help increase the range of stimulating activities. For example, children use paint to explore a single colour. They make different shades and create texture using a variety of techniques. Children use brushes and other tools to help them develop their hand grip towards holding a pencil.
- All children have a key person, who checks their progress carefully to gain a clear understanding of their individual needs. This allows staff to plan accurately and address any gaps in children's learning.
- Children form strong bonds with staff, who nurture and support them to develop a sense of belonging. Parents speak extremely highly of the staff. They say their children settle very quickly and love coming each day. Behaviour is very good.
- A wide range of resources and activities assist children's development. For example, babies press a floor mat to explore different sounds. Staff provide resources and safe methods for very young children to practise walking independently.
- Older children learn to keep their balance and show confidence in using a range of equipment and apparatus in outdoor activities. However, the outdoor area does not fully support the learning needs of the youngest children.
- Staff model clear speaking and careful listening. They sing action songs and rhymes with children to develop understanding. However, management have not fully explored more ways to encourage staff to promote children's communication and language development even further.

## What the setting needs to do to improve further

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

- enhance the outdoor learning space, to fully support the learning needs of babies and the very youngest children
- explore more ways to help children communicate with even greater confidence.

### Inspection activities

- The inspector observed activities in the indoor play areas and the outdoor learning environment. She carried out a joint observation with the manager.
- The inspector held meetings with the manager. She spoke with staff and children throughout the inspection when appropriate.
- The inspector looked at a range of documentation, including the pre-school's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff. She looked at the pre-school's self-evaluation.
- The inspector spoke with parents during the inspection and took account of their views.

### Inspector

Liz Kissane

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff understand their responsibilities regarding child protection issues. They know how to report any concerns to relevant professionals. The manager checks staff closely to ensure their suitability to work with children and provides a thorough induction. She regularly carries out detailed supervision meetings and ensures that each member of staff knows how to improve their practice. The manager collaborates with her staff to evaluate all aspects of the pre-school. Management and staff recently reviewed unused space. As a result, they have planned to create a quiet outdoor area for reflection. Staff work very positively with parents to meet their children's learning and care needs. They establish children's abilities and developmental needs with parents when children first join. Parents say they are delighted with the progress their children make.

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

Staff have a clear understanding of how children learn. They give children guidance and support to help them to build quickly on successes. For example, staff talk through each step of putting a coat on and this helps children swiftly gain independence. Children develop skills in manipulating and exploring objects and textures. They enjoy handling a range of musical instruments. Staff help children to think of ways to describe model animals hidden in a sea of foam. Children are motivated to challenge each other to name the animals. Working with great concentration, they use a range of different utensils to make pretend cakes and biscuits out of dough. They count and compare shapes and sizes throughout activities.

### Personal development, behaviour and welfare are good

Babies grow in confidence with the love and care they receive. Staff have a lively rapport with all children. They play alongside them and give them regular and meaningful praise. Children feel good about themselves. They learn to value each other. For example, they address each other by name in a 'welcome' and 'good-bye' song at the start and end of each session. Staff encourage young children to learn life-skills. They join in and model various tasks in the role-play home corner. Children, including babies, get exercise and fresh air daily. Babies are taken on walks to the local parks.

### Outcomes for children are good

All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress. Children develop very positive attitudes to learning and enjoy challenges. From a young age they learn to handle books and enjoy sharing stories. They learn to form letters correctly and begin to write their names. Children acquire mathematical skills during practical activities. For example, they count, add and subtract different objects. Children become confident learners, well prepared for starting school.

## Setting details

<b>Unique reference number</b>	EY542812
<b>Local authority</b>	Luton
<b>Inspection number</b>	10090263
<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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Pebbles Pre-School (Luton) Ltd
<b>Registered person unique reference number</b>	RP909200
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07854030710

Pebbles Pre-School re-registered in 2017. It is located in Luton, Bedfordshire. The pre-school opens from Monday to Friday for most of the year. Morning sessions are from 8.30am until 11.30am or 9am until 12pm. Afternoon sessions are from 1pm until 4pm. All day sessions are from 7.30am until 6.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs six members of staff with relevant qualifications at level 2, 3 and above.

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