

Pebbles Pre-School & Day Care

Trunch Road, Mundesley, Norfolk NR11 8LE



Inspection date	4 June 2019
Previous inspection date	15 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 and management committee work closely together and take prompt action to address areas to improve. They implement a rigorous and effective system to monitor the overall quality of the provision.
- The manager supports staff to continue their professional development. She works closely with individual staff members to help them to develop their skills. Staff access a wide range of training and share their knowledge with colleagues to enhance each other's all-round abilities.
- Staff support those children with special educational needs and/or disabilities (SEND) well. Staff work closely with parents and other professionals to ensure children receive targeted intervention and support. This helps children to make sustained progress.
- Staff promote children's communication and language skills well. They model words for younger children to hear and repeat. They respond to young children's vocalisations. Older children are confident communicators and learn a wide range of vocabulary.
- Children develop good social skills and play cooperatively with their friends. Older children learn to negotiate how to share resources. Staff quickly intervene with children's disagreements and demonstrate positive behaviour-management techniques to distract children and refocus them in play.
- On occasions, staff do not further children's developing interests and ideas during self-chosen play in order to fully extend their learning.
- Staff do not provide those children who prefer to learn outdoors with inspirational opportunities to extend their literacy and mathematical skills when playing outside.

What the setting needs to do to improve further

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

- enhance the quality of teaching and use every opportunity to help children to extend their own interests and free-play ideas to secure their high-quality learning
- extend opportunities for those children who prefer to learn outdoors with consistently rich and interesting opportunities to strengthen their literacy and mathematical skills.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager and spoke with members of the management committee. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

The manager and management committee have put robust procedures in place to address actions raised at the last inspection. They have worked closely with the local authority and have thoroughly reviewed and reflected on what they provide. The manager knows where there are strengths and identifies areas of the provision that she would like to develop further. This contributes to her successful plan for continuing development. Members of the management committee access training and show a secure understanding of their responsibilities to oversee the running of the provision. The manager supports staff to complete qualifications and has a robust system in place to manage staff's performance. Safeguarding is effective. Staff show a secure understanding of signs that may indicate that a child is at risk of harm. The manager acts decisively to address any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff regularly assess children's capabilities. They successfully plan focused learning activities for children that are challenging and build on what they already know and can do. Staff adapt activities well, taking account of children's varying stages of development. Older children learn to write letters in their name while younger children enjoy making marks using paint brushes and water. Staff interact with children as they play. They encourage older children to compare the sizes of objects they play with and to count them. Younger children share books with staff who encourage them to name animals and make animal sounds. Those children with SEND benefit from targeted learning opportunities to promote their speech and language skills. Parents comment positively about the information staff share with them regarding children's progress and the contribution staff make to children's continued development.

Personal development, behaviour and welfare are good

Staff support children to pursue healthy lifestyles. Children have varied opportunities to play actively in the fresh air. Staff supervise children closely as they use large play equipment. Children understand the rules. For example, they must take it in turns to go on the slide. Children enjoy a sociable snack time. They sit in small groups with staff and share stories and information about what they do outside of the setting. Staff use this opportunity to build relationships with children and to monitor their good health, such as any allergies they have and their intake of water. Staff inform children about healthy eating and encourage them to choose healthy options at lunchtime. Staff encourage children to be independent and manage their own self-care skills, relevant to their age and stage of development.

Outcomes for children are good

Children progress well from their starting points. The manager uses additional funding well to target the needs of those children with SEND, such as by providing opportunities to help them to enhance their communication skills. Children are confident and happy in the setting. They listen and respond well to staff. They develop good social skills and engage well in learning both alongside adults and during independent play. Children are prepared well to move onto the next stage in their learning, such as school.

Setting details

Unique reference number	EY317098
Local authority	Norfolk
Inspection number	10093894
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 11
Total number of places	52
Number of children on roll	72
Name of registered person	Pebbles Children and Family Services
Registered person unique reference number	RP525942
Date of previous inspection	15 January 2019
Telephone number	01263 517986

Pebbles Pre-School & Day Care registered in 2006. The setting employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. 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.

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