

# Inspection of Pebbles Nursery

White Cliffs Primary College for the Arts, St. Radigunds Road, DOVER, Kent CT17  
OLB

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Inspection date: 10 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are incredibly independent, confident and happy at the setting and they are enthralled in their inspirational learning. Staff have an incredibly high expectation of children's learning and enthusiastically build on their interests. For example, when children are excited by dinosaurs, staff encourage them to go on to explore fossils, make their own fossils and investigate different types of bones and skeletons. Children go on to make dinosaur eggs and crack real eggs to explore what is inside. They then learn about other mammals that lay eggs, such as crocodiles. Staff are amazing role models and they ensure children are secure in safe learning environments. Children's behaviour is impeccable and they are incredibly polite. Children gain excellent levels of empathy and kindness. They respect each other and their differences and are keen to reassure and encourage each other. Children have outstanding opportunities to challenge their physical skills. They negotiate complicated equipment with excellent confidence, for example when using climbing walls and rope swings. Children have exceptionally good opportunities to understand the importance of healthy lifestyles. They discuss the impact of exercise on their bodies and importance of the correct balance of exercise, hydration and rest. Staff use additional funding exceptionally well to meet the children's individual care and learning needs. For example, staff provide children and families with valuable learning experiences. This includes trips to the farm and visits from the lifeboat society to teach them how to remain safe near the water.

## **What does the early years setting do well and what does it need to do better?**

- Staff get to know children and their individual personalities, needs and interests incredibly well. They establish outstanding relationships with children. This helps children to settle rapidly and happily in motivating daily experiences that enthuse them in their learning. Children have exceptionally high levels of well-being, self-motivation and self-worth. They take ownership of the setting and have an excellent sense of belonging.
- All staff establish incredibly positive partnerships with parents, and keep them extremely well informed and involved in their children's learning. Parents routinely share children's learning experiences and training workshops with them. For example, parents are invited to learn about the importance of internet safety and the benefits of healthy eating.
- The manager and staff build and maintain extraordinarily positive partnerships with staff at other settings children also attend. They provide children with an outstanding consistency to their shared care and learning experiences. Together they observe children to make the same next steps in their learning. The manager invites other professionals into the setting and encourages her staff to visit other settings to share good practice and exchange ideas.

- All children are extremely confident to communicate their ideas. They have an extensive vocabulary and they speak fluently. Staff encourage children to learn and use new words. For instance, children talk about the different names of dinosaurs, such as 'Brachiosaurus', 'Stegosaurus' and 'Iguanodon'. They learn the meaning behind new words, such as 'herbivore' and 'carnivore', and go on to research the different animals that fall into these categories to fully embed their learning.
- Children have outstanding opportunities to respect and understand other people's similarities and differences outside of their own communities and religious beliefs. They learn about an extensive range of faiths and the ways in which these are celebrated, for example the Jewish festival of Hanukkah. Children learn about traditions of other countries, for example by dressing in their costumes, such as saris, and trying their traditional delicacies, such as mango chutney.
- The manager and staff evaluate their practice together exceptionally well. For instance, they observe each other teaching children daily and set highly challenging targets to enhance their performance even further. The manager closely monitors the consistency of care and teaching staff provide for children. She holds daily evaluation meetings with all staff to discuss how well they engaged children in their learning. They use the findings to enhance their plans and ensure they provide children with wonder and awe as they learn. The extremely qualified, passionate and enthusiastic staff attend incredibly beneficial training to support them to build on their already impressive skills and knowledge. For example, they have learned how to support colleagues, parents and children regarding their mental health and well-being.
- Staff have an exceedingly good knowledge of the curriculum and how they implement all seven areas of learning in the indoor and outdoor environments. Staff enthusiastically and passionately ensure that they provide all children with the skills they need to succeed and prepare for their future learning. Children make outstanding progress. This includes those who with special educational needs and/or disabilities.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and all staff have an outstanding knowledge and understanding of the safeguarding and child protection policies. They know how to help keep children safe and protect their welfare. This includes having an excellent understanding of who to contact to seek additional advice, and how to report and follow up on any concerns. All staff have attended an extensive range of training that has significantly improved their understanding of wider safeguarding issues, such as domestic violence. Staff teach children how to remain safe. For example, children are encouraged to take an active role in risk assessing their activities and environments with great levels of independence.

## Setting details

<b>Unique reference number</b>	EY458784
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108842
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	The Dover Federation For The Arts
<b>Registered person unique reference number</b>	RP532346
<b>Telephone number</b>	0134206174
<b>Date of previous inspection</b>	19 September 2013

## Information about this early years setting

Pebbles Nursery registered in 2013 and is located in the grounds of White Cliffs Primary College for the Arts in Dover, Kent. The setting is open Monday to Friday from 9am until 3.30pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff. Of these, three hold qualified teacher status, two are qualified at level 4 and one is qualified at level 3.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact interaction and opportunities have on children's learning.
- The indoor and outdoor learning environments were viewed by the inspector.
- Written documentation, including safeguarding and child protection policies and procedures and staff qualifications, was reviewed by the inspector.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- A joint observation was carried out with the manager on a focused activity.

We carried out this inspection 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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