

Inspection of Pebbles Pre-School

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

Inspection date: 4 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the pre-school by the nurturing and friendly staff. There is lively chatter and laughter as children and staff greet one another and begin the day together. Children settle quickly and are soon playing with their favourite toys and activities.

Children have lots of space to play inside and outdoors. During a trip to the beach, children actively explore and investigate the environment. They learn to look at things in new ways, as they listen to and learn from the knowledgeable staff. Children develop a deep awareness and appreciation of the natural world.

Children learn to manage their behaviour and feelings. They know that they can rely on staff to calm them when their emotions are overwhelming, or when they need help. They form strong emotional attachments to the staff, who are quick to offer kind words and cuddles.

Children form good friendships with others. They enjoy playing together in the water tray as they splash with the pretend dinosaurs, or when they sing songs in a group. They learn to share and take turns. For example, when they make play dough, they take turns to add the ingredients and water. Staff recognise this and praise their efforts. This helps children to develop positive self-esteem and self-confidence in their abilities.

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

- There have been significant changes to the management team over the last five months. The manager and provider are working closely to develop an ambitious curriculum to support children's learning and development. While the leaders have shared this intent across the pre-school, it is not yet fully embedded into staff practice.
- Staff plan the curriculum around the children's interests and skills. They regularly assess what children know and can do. However, at times, staff are not clear about how some activities support children's learning and development. This means they do not consistently challenge and extend children's knowledge and skills.
- Staff notice when children's development might need further support. They use strategies such as visual cues and other interventions to boost their learning. This helps children to gain the skills they need for the future, such as when they go to school.
- Staff make good use of any additional funding to provide exciting enrichment activities for children, such as trips out to the beach and park. This gives children new and stimulating experiences to develop their knowledge and

understanding of the world around them.

- Staff take children to the beach where they share in the awe and wonder of beachcombing. Children excitedly learn about the 'treasures' they have found as they listen to facts about slipper limpets, and marvel at the sparkling geode. The staff's enthusiasm is infectious. This supports children to become motivated and engaged learners.
- Staff develop children's communication skills as they interact and speak with them. They listen carefully to what children say and support them to learn new words. They ask questions to extend conversations and to understand what children are thinking.
- Staff use spontaneous opportunities to introduce mathematical concepts, such as counting and comparing sizes. For example, children talk about the size and shape of their toy dinosaurs as they play with them in the water tray.
- Staff plan activities to support children's physical skills. They build on what children can do, such as using scissors to cut along a drawn line, balancing on stepping-stones, or running on the shingle beach. Children develop their control and movement as they run outside in the fresh air.
- Children learn basic hygiene procedures, such as washing their hands before eating and after using the toilet. Staff provide fruit and cooked lunches that promote children's healthy eating. However, staff do not always consider how they effectively support children to learn about good oral health.
- Parents are informed about what their children are learning and developing. Staff have evaluated and strengthened their communication with parents following the COVID-19 pandemic. Parents welcome the ability to share information about their children securely online.

Safeguarding

The arrangements for safeguarding are effective.

The manager and leaders fully understand their responsibility for keeping children safe, following local authority guidance. There are robust procedures in place for safer recruitment of staff, including suitability checks and induction. Staff have a good understanding of the types of abuse and the signs that a child may be at risk. They know how to refer their concerns in a timely manner, including how to whistle-blow if required. Staff understand wider safeguarding issues, such as children being exposed to extreme views or inappropriate content on the internet. Staff speak with children about keeping themselves safe, such as staying together when they go for walks on the beach.

What does the setting need to do to improve?

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

- ensure the leaders' intention for the curriculum is implemented as effectively as

- possible, to build children's knowledge and skills even further
- develop ways to effectively promote children's oral health across the pre-school.

Setting details

Unique reference number	2533452
Local authority	West Sussex
Inspection number	10215152
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	38
Name of registered person	The Childcare Club (Worthing) Ltd
Registered person unique reference number	RP535332
Telephone number	07554 118 338
Date of previous inspection	Not applicable

Information about this early years setting

Pebbles Pre-School registered in 2019, and is based in Shoreham Beach, West Sussex. It is part of a chain of settings owned by The Childcare Club (Worthing) Ltd. It is open from 8.30am to 3.30pm on Monday, Tuesday, Wednesday and Thursday, and from 8.30am to 1pm on Friday, during term time only. The pre-school receives funding for children aged two, three and four years. There are seven members of staff, of whom five hold appropriate childcare qualifications from level 3 to level 6. The manager holds a level 3 qualification.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The area manager, manager and inspector completed a learning walk together of all the areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and outside, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke with staff, children and parents during the inspection, and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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