

Inspection of Pebbles Day Care

Shakespeare Hall, Fort Road, Newhaven BN9 9DL

Inspection date: 19 October 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 demonstrate that they feel safe and secure once they arrive at the nursery. They run towards the staff and are eager to begin their day. Children form secure attachments with adults from the outset and this helps to give children strong foundations for learning. Children behave very well. They take turns with toys and resources without prompt and older children show a nurturing attitude toward the younger children. Staff act as good role models and reinforce their expectations of children's behaviour very well.

Children make very good progress in relation to their starting points. Leaders swiftly identify those children who are at risk of falling behind, particularly those adversely affected by the COVID-19 pandemic. Consequently, they are given more support in socialisation, independence and communication. This targeted support has a positive influence on children's future outcomes.

Children concentrate for long periods of time. They show high levels of excitement during activities. For example, children squeal with joy when taking part in a foam discovery game. 'Look at me!', they exclaim. Children respond well to praise as staff encourage them to be curious and try new things, as they search for bugs in a messy play activity. This helps to raise their self-esteem and confidence.

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

- The leaders place a strong emphasis on staff well-being. Staff report that they feel highly valued and are given support to develop professionally. Leaders ensure that staff attend team meetings and individual support sessions. They use these meetings well to ensure staff have a clear understanding of their individual areas for development.
- Staff build strong partnerships with local schools. They consider information from teachers to plan a successful transition for older children. This effective practice helps to ensure that children are prepared for the next stage in their education.
- Additional funding is used to ensure that all children have equal experiences and opportunities. Professional advice and support are sought for children with special educational needs and/or disabilities. Sharing information helps staff to maintain high levels of consistency in children's learning and care.
- Children benefit from a broad and balanced curriculum. They visit the local lifeboat station and visit shops and parks in order to learn more about the wider community. Children revisit their experiences with photographs and recall special treats, such as eating fish and chips on the beach. Staff take care to make sure that all children are given the same experiences.
- Parents comment very positively on the quality of education and care that is

offered at the setting. They say that the owner has gone 'above and beyond' to make sure that their children have the best possible start to their education. Parents mention that they appreciate the regular detailed feedback about their child's learning and development and ideas for home learning. This ensures a consistent approach to children's learning.

- Children develop a good range of physical skills. They freely explore the vast range of resources that the staff provide for them. They regularly get exercise in the garden and the large, indoor soft-play area. They experiment confidently as they negotiate large play equipment, bounce on a trampoline and chase giant balls around a room.
- Staff are highly effective at promoting healthy lifestyles. Children understand that fruit and vegetables help to keep them healthy and keep their teeth clean and strong. Children are proficient in their self-care, such as washing their hands before eating and after going to the toilet.
- Staff support children's developing language skills very well. For example, they introduce new words to very young children, such as 'bubble' and 'pop' during their play. Staff make very good use of signs and visual aids to help children's understanding. This effectively supports their emerging communication skills.
- Staff provide a good balance of adult-led and child-led activities during each session. However, at times, some staff do not give children enough time to think and respond with their own ideas. This means that children are unable to understand to what is being asked of them and, as a result, they do not always fully benefit from what is being taught.

Safeguarding

The arrangements for safeguarding are effective.

The leaders support staff very well in order to keep their safeguarding knowledge up to date. Staff fully understand their responsibility to protect children's welfare and are aware of the signs and symptoms that may indicate signs of abuse, extreme views, and behaviour. They know the procedure if an allegation is made against a member of staff. Leaders follow a robust recruitment procedure to make sure that all staff are suitable to work with children. Staff always vigilantly supervise children to keep them safe, especially when using the large play equipment.

What does the setting need to do to improve?

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

- ensure children have enough time to process their thoughts and ideas when responding to questions.

Setting details

Unique reference number	2597389
Local authority	East Sussex
Inspection number	10251437
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 at time of inspection	1 to 4
Total number of places	1
Number of children on roll	28
Name of registered person	MacQueen, Marion Maureen
Registered person unique reference number	RP514024
Telephone number	07488240638
Date of previous inspection	Not applicable

Information about this early years setting

Pebbles Day Care, Newhaven, was registered in 2006. In 2020 it relocated and reregistered. The setting employs six members of staff who all hold relevant early years qualifications, including early years professional status. The setting operates from a large building with outdoor and indoor play facilities. The setting opens all year round, from 7.30am to 6pm.

Information about this inspection

Inspector

Tina Lambert

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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum that they provide for children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's education.
- A meeting was held between the inspector, owner and manager. The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector viewed all areas of the setting where children play inside and outside, eat and sleep.

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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