

# Inspection of Pebbles Preschool

St. Andrews C Of E Primary School, Church Road, Bulmer, Sudbury CO10 7EH

---

Inspection date:

29 November 2022

---

## **Overall effectiveness**

## **Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is outstanding**

Children flourish and thrive at this sensational setting. They come in happily, finding their friends for exciting play experiences. Children quickly settle and form close bonds with the warm and friendly adults. They feel comfortable knowing that they will receive comfort and reassurance when needed. Staff get to know children well. They create exceptionally stimulating activities based on children's interests and developmental needs. Therefore, children become keen explorers, both indoors and outdoors.

Children's behaviour is outstanding. They understand and take pride in following the setting's rules. Staff give clear instructions, and routines are consistent. Children enjoy taking responsibility by tidying and singing alongside the encouraging adults. As a result, transitions between activities run smoothly. Staff are brilliant role models for sharing, turn taking and looking out for others. This helps children to develop warmth towards others. Children wait patiently for their turn when playing. They ask to use a sand timer to help understand when they can have a turn. Staff clearly explain about different emotions and choices children can make. This supports children to self-regulate their behaviour. They also gain an excellent understanding about how actions and words affect others. Therefore, children and staff enjoy a calm and positive learning environment.

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

- Teaching standards are sublime. Staff plan and adapt activities to meet children's interests and developmental needs. Staff consistently challenge children to think deeper, to extend their learning. They encourage problem solving and highly praise children. As a result, children become inquisitive, asking questions to find out more. They grow to be keen learners, taking pride in what they discover.
- Children become extremely independent from a young age. Staff teach children to put their shoes and coats on and off. Children self-register by finding their card and posting it on the wall. They love the challenges to pour drinks and wash up plates and cups at mealtimes. Children are eager to take on responsibilities, such as carrying resources outdoors. This means that children become independent explorers, with a firm sense of responsibility.
- Staff create an environment superbly rich in language. They adopt a focus on communication and language in their curriculum. Staff follow children's lead. They model and repeat language. Staff teach signing alongside speech. They recognise concerns early on, working closely with children in small groups. As a result, children become competent communicators. They express their needs and opinions clearly.
- Staff provide amazing experiences for children outdoors. Children delight in

using magnifying glasses to search for shapes. They proudly share what they see. Adults encourage children to explore. They go on walks to find treasure or hunt for 'bears'. This inspires children to develop their imagination to the highest levels. Children take on physical challenges when balancing on beams or making ladders. As a result, staff brilliantly extend children's learning and enjoyment.

- Staff provide excellent opportunities for children to access their local community. They take children on walks to explore nature and wildlife. Children grow potatoes, tomatoes and carrots. Staff teach them how to look after living things. Children create bird feeders to support wild birds. They enjoy visits to the local church and activities that the vicar creates when she visits. As a result, children develop confidence in social situations. They learn that they can have a positive impact on their community.
- Staff have built an incredible relationship with the teachers at the school on site. They share the 'forest school' area and hall for physical education sessions. The school provides hot meals for children. Children are invited to share special events, such as the Christmas nativity. This strongly supports transitions to school and ensures continuity in children's learning and care.
- Parent partnerships are commendable. Parents praise the setting for the exemplary experiences and care for their children. They appreciate the daily updates on what children enjoy and learn. Parents particularly praise the close support to develop children's communication and language. They report huge progressions in this area as well as their independence.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a strong understanding of their responsibilities to keep children safe. This includes following processes of recognising, recording and reporting concerns to the safeguarding leads and the local authority. Staff have clear knowledge about the possible signs of abuse. This is inclusive of the wider safeguarding risks, such as being drawn into the transportation of drugs. Managers have created clear processes for fire evacuation. All staff understand and follow these, with regular drills. Staff are clear on risk assessments for all areas of the provision, and safety is paramount at the setting. All staff understand and follow stringent first-aid processes.

## Setting details

<b>Unique reference number</b>	2604672
<b>Local authority</b>	Essex
<b>Inspection number</b>	10251657
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Pebbles Pre-School Committee
<b>Registered person unique reference number</b>	RP907444
<b>Telephone number</b>	03477189681
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pebbles Preschool registered in September 2020. The setting employs 5 members of childcare staff, including the manager. The manager holds a level 6 qualification, and 3 further members of staff hold a childcare qualification at level 3 or above. The setting opens from Monday to Friday, term time only, from 8.30am until 3.10pm. Sessions run from 8.30am until midday, and from midday until 3.10pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne Brown

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager joined the inspector for a joint observation of an activity.
- Staff and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022