

Inspection of Roche Pebbles Childcare Centre

C/O Roche C P School, Fore Street, Roche, ST. AUSTELL, Cornwall PL26 8EP

Inspection date: 23 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy at this friendly setting. Knowledgeable staff support children effectively. Children are familiar with the routines of the setting, and this helps them settle quickly on arrival. Pre-school children engage in a range of activities linked to their interests. Children recall what they have been learning about with ease. Staff link new learning experiences to familiar ones. Children speak excitedly about celebrations they have shared at home, such as Bonfire Night with fireworks, and then learn more about the Chinese New Year and the celebrations they are going to have with their friends at the setting. Children are eager to take part in craft and dance activities linked to the celebrations.

Toddlers explore their developing physical skills outdoors. They enjoy using the balance bikes and re-enacting familiar stories with support from staff. Babies have access to resources that develop curiosity and wonder, and staff show real knowledge of each child's character and sensitively encourage each one to flourish. Babies experience lots of story-and-rhyme times, as well as opportunities to explore physical development toys and sense-of-self resources, such as mirrors. Staff throughout the setting have high expectations for children's behaviour, and children respond well to these. Children respond well to visual reminders shared by staff when it is time to change to another learning activity, and this helps transitions to be calm and happy. Staff engage in a daily dialogue with parents to pass on information about successes of the day for each child. Next steps in learning are also shared regularly.

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

- Leaders and staff have a clear curriculum intent, and they have created a curriculum that supports all children. They have taken the time to get to know children well to ensure the curriculum meets needs and interests. Leaders and staff prioritise well-being and a developing a sense of security when devising their curriculum. They view these as needs to be met to enable children to be ready to learn.
- Leaders review children's learning regularly. They look at the progress they have made and identify any gaps. This enables them to plan for children's next steps. Leaders form these judgements with key persons, and discuss any training needs that would help them to support children's development and progress. As such, all children make good progress in their learning and development.
- Staff ensure children hear lots of language. Children experience lots of story times and singing activities during their day. They clearly enjoy these times and focus very well, smiling and joining in with repetitive text and asking questions about illustrations in the books. Older children develop an interest in print for meaning. Children in the pre-school room enjoy trying to create their own

writing. They enjoy copying Chinese symbols and enjoy explaining what the marks mean.

- Leaders and staff have worked hard to get to know their key children. An effective key-person system helps staff to know the children well, and helps to identify their needs. However, staff do not challenge children as much as they could to do things for themselves, such as dressing and undressing for outdoor play.
- Leaders and staff work together to support children with special educational needs and/or disabilities. The setting hosts regular meetings with parents and professionals involved with the family, such as speech therapists. This ensures that each child has the support in place to make progress, regardless of their starting points.
- Parents speak positively of the setting. Staff gather information from parents about children's starting points, which helps them meet children's learning and development needs immediately.
- Children take part in targeted activities to support their next steps. These are successful in developing knowledge and understanding; however, on occasion, the environment chosen for these activities limits children's engagement and concentration.
- Children learn the rules of the setting and how they can help to keep themselves safe. For example, children learn the importance of not dropping fruit skins on the floor at lunch. The risk of slipping is discussed with them, and they all agree they want to keep everyone safe.
- Children are exposed to lots of early maths vocabulary. Staff regularly include counting in sequence as part of an activity. For example, counting the number of children in the line or the number of chickens in the play farm.
- Staff model effective communication skills and engage even the youngest children in conversations. All children learn to develop effective speaking and listening skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their roles and responsibilities in relation to keeping children safe. They know the signs and symptoms of abuse and know what they would do if they had concerns about a child's safety and welfare. All staff attend safeguarding training as part of their induction. Visitors to the setting are signed in at the entrance, and are unable to enter the building unsupervised.

What does the setting need to do to improve?

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

- extend opportunities for children to be able to do things for themselves so they

- build resilience and perseverance
- ensure the organisation of focus group activities help children to concentrate and fully engage in their learning.

Setting details

Unique reference number	EY255946
Local authority	Cornwall
Inspection number	10265241
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	0 to 4
Total number of places	52
Number of children on roll	63
Name of registered person	Roche Learning Village Partnership Committee
Registered person unique reference number	RP908451
Telephone number	01726 891597
Date of previous inspection	31 May 2017

Information about this early years setting

Roche Pebbles Childcare Centre registered in 2003. It is located in the village of Roche, near St Austell, Cornwall. The nursery is open each weekday, from 8am to 6pm. There are 16 members of staff. Of these, two are qualified at level 6, one is qualified at level 4, 10 are qualified at level 3, one is qualified at level 2 and two are apprentices. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Shirley Evel

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 that into account in their evaluation of the setting.
- The leadership team and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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