

Pebbles Day Care

Catholic Church Hall, Fort Road, Newhaven, BN9 9QQ

Inspection date	18/02/2013
Previous inspection date	13/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff work very well as a team, have a good understanding of the Early Years Foundation Stage requirements and deliver a stimulating learning environment.
- Children make good progress in their learning and development, and activities differentiated to meet individual learning needs.
- Practitioners know individual children well and offer frequent praise and warm, sensitive interaction.
- The senior staff team is well organised and effective in evaluating practice to secure continuous improvement.
- The nursery has effective systems to promote good partnership working with parents, carers and other professionals.

It is not yet outstanding because

- there are limited opportunities in the outdoor area to learn about the natural world.
- systems for mentoring and coaching staff regularly and frequently are not fully in place.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom, the baby unit, and the outside area.
- The inspector viewed a sample of development files, home/nursery books and a sample of staffing files and key policies.
- The inspector took account of the views of parents and carers spoken to on the day and in information included in parent questionnaires.
- The inspector held meetings with the manager and deputy manager.
- The inspector carried out a joint observation of practice with the deputy manager.

Inspector

Helen Edwards

Full Report

Information about the setting

Pebbles Day Care registered in 2006. It operates from a church hall in Newhaven, East Sussex. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides care for children aged from three months to under eight years and is open each weekday between 8.00am and 6.00pm for

51 weeks of the year. There are currently 49 children aged from four months to under five years on roll. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language. There are nine members of staff, eight of whom hold appropriate early years qualifications. The nursery is in receipt of funding for the provision of free early education for children aged three and four years and for some two year olds.

What the setting needs to do to improve further

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

- develop ways in which the outdoor areas can be more imaginatively resourced and used more effectively to give children opportunities to investigate the natural world
- expand the system for staff supervision to include planned, regular and frequent opportunities for staff to discuss issues and identify solutions.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development as they enjoy their activities and have formed trusting relationships with the staff. Children take part in a balanced range of both adult led and child led activities in the well resourced environment. For example, they thoroughly enjoy setting up the small word farm and deciding which animals to place in the fields. Staff skilfully use open questioning to extend children's thinking skills and to support language development. Children engage in activities to help support their understanding of rhymes and they enjoy singing songs and using sign language. Story time is a particularly engaging experience where staff encourage children to listen carefully and to express their thoughts and ideas.

Individual name cards help children to identify their own names and there are numerous opportunities for children to make marks, both indoors and out. Children have great fun looking through catalogues to decide what they would like the nursery to purchase next and staff welcome their ideas and opinions. The staff make great use of the local community and children make visits to the fish market to discuss and select fish, and cook it when they return to the nursery.

Staff present children's learning and development records well and their individual progress is recorded through evaluative comments and annotated photographs. Staff have

a secure knowledge and understanding of how to promote the learning and development of young children. They provide interesting and challenging experiences that give depth and breadth across the seven areas of learning. The well resourced learning environment, organisation of planning and staff's secure knowledge of children's targets help to ensure that children make good progress.

Babies are happy and excited to explore the areas of their room. They like to roll balls, play with small world toys and use the cosy corner for fun physical play. Babies learn to help in cleaning their faces and hands and brushing their teeth holding their own toothbrush. Supportive and committed staff use effective techniques to support babies' communication skills within a wonderfully warm and nurturing environment.

Children who speak English as an additional language or those with special educational needs and/or disabilities do well in their learning. Staff nurture them with care and dedication. They liaise closely with parents and other professionals involved in children's care to ensure that they receive the correct levels of intervention and encouragement.

Staff develop effective partnerships with parents and they share information regularly about children's learning and development. Parents enjoy looking at the learning journeys and commenting on how well their children are doing. For example, one parent said 'My children's progress is excellent and they are achieving so much'.

The contribution of the early years provision to the well-being of children

The successful implementation of the key person system helps children form secure attachments and promotes their well-being. This provides a strong basis for them to develop their independence and exploration skills. The staff show exceptional warmth and care towards the children as they interact happily together.

The staff team are supportive, calm role models for the children. They model polite and courteous language for the children and children behave very well, sharing toys and taking turns happily. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. Children display high levels of confidence and self-esteem and cooperate with their peers in taking responsibility for the provision. For example, they all join in enthusiastically at tidy up time.

Staff give children's safety a high priority. All visitors are identified prior to accessing the setting and staff have recently reviewed security procedures to help ensure that safety is maintained when children are being collected or left at the nursery. All areas used by the children are comprehensively checked and risk assessed and children regularly take part in practising the fire drill.

Children receive clear messages about being healthy. They enjoy nutritious snacks, play outdoors daily and develop their physical skills through dance and movement activities. Children become independent at managing their own personal needs and staff encourage them to use the toilet facilities and wash their hands independently, when they are ready

to do so.

Children are active, inquisitive and independent learners, who are developing the skills they will need for the future.

The effectiveness of the leadership and management of the early years provision

Leadership of the nursery sets high aspirations for quality. Staff evaluate the provision thoroughly and set targets for ongoing improvement. They work extremely well together as a team, and are fully committed to improving outcomes for children. Staff and management understand their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. There are very effective systems in place for observing, assessing and monitoring children's progress. Staff are able to identify any gaps in children's attainment and address these promptly through targeted support.

Staff liaise closely with a range of professionals and work together to support children and their families. Staff fully promote inclusion and have a positive attitude towards treating the children and their families with equal concern. There are clear strategies in place to support children with special educational needs and/or disabilities.

The setting's arrangements for safeguarding are comprehensive and reflect a consistent system for prioritising children's welfare. The robust recruitment and induction programme ensures that staff who work with children are suitable to do so. The manager offers staff opportunities to celebrate their strengths and identify areas for support and ongoing professional development. However, the system for regular and frequent staff supervisions is not yet fully developed.

Partnerships with parents and carers are strong, and parents speak highly of the nursery. Staff invite feedback from parents about the nursery provision and families are warmly welcomed into the setting. On a daily basis, staff share information with parents about their children's care and the activities they have been involved in. Parents also make appointments with staff to discuss their children's learning and development. The parent involvement policy encourages parents to play an active part in the governance of the setting. Parents are extremely happy with the nursery, saying 'My child loves coming to nursery and all the staff are really friendly and always extremely helpful' and 'He has always felt safe and secure and that means everything to us.'

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY344875
Local authority	East Sussex

Inspection number	903359
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	49
Name of provider	Marion Maureen MacQueen
Date of previous inspection	13/04/2010
Telephone number	01273 516 099

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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