



Scribbles Day Nursery

Inspection report for early years provision

Unique Reference Number	124896
Inspection date	24 January 2007
Inspector	Claire Jean Douglas
Setting Address	30 Bensham Manor Road, Thornton Heath, Surrey, CR7 7AA
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Registered person	Carol Machell-Smith
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Scribbles Day Nursery has been operating since 2001.

It is located on the ground floor of a residential house, on a main road in Thornton Heath.

Children have access to an open planned play area, an entrance lobby, an art room and a secure garden. The nursery serves the local community.

There are currently 23 children on roll, of whom three children have funded places. Children attend for a variety of sessions.

The nursery is open five days a week for 50 weeks of the year, closing at Christmas, and for a week during the Summer. Opening times are 08:00 - 18:30.

A total of four full time staff work with the children. Three staff have early years qualifications and one staff member is currently on a training programme. The manager is not included in the staff ratios but does cover lunch breaks, staff shortages and the cooking duties.

The nursery liaise with the Early Years Partnership for training and advice.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from effective procedures and practices which meet the children's physical, nutritional and health needs. The level of adult support and guidance helps children to gain a good understanding of hygiene and become independent in their personal care, for example, when they are asked to get themselves a tissue, staff then guide them with the technique of nose blowing.

Children are positively encouraged to enjoy and understand the benefits of a healthy diet. Healthy foods are discussed and promoted as a theme of work and children are able to help themselves to an excellent range of fresh fruit and vegetables at every snack time. The children enjoy a vegetarian menu and they delight in the opportunity to develop their independence, as they pour out their own water from the jug. Water is also freely available to the children from a water dispenser throughout the day.

Children take part in regular physical activity as part of the daily routine, which contributes to a healthy lifestyle and supports their physical development. They enjoy climbing up the ladder to the slide, showing pleasure when staff praise their achievements as they slide down. They practice new skills as they pedal bikes and push scooters around the garden. Children also enjoy taking part in physical activities inside the nursery during the routine, for example, dancing to music and climbing through tunnels.

Children under three years old generally settle well due to the staff's effective use of the 'Birth to three matters' framework. Staff appear warm and responsive to the children, which helps children develop secure bonds with their carers and fosters their emotional well-being.

Staff are able to respond appropriately to minor injuries or accidents as there is always one of the two members of staff with appropriate first-aid training on duty. Effective systems are in place for the confidential recording of accidents, providing an accurate account of what has occurred.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, bright and welcoming environment. Safety precautions such as stair gates and radiator covers all promote children's safety and well-being. This means they are able to move around safely and independently. Children and staff within the preschool room become very uncomfortable whilst eating in the lobby area, the temperature is not

maintained at a reasonable level. This means lunch and snack time could become rushed and difficult, restricting the overall enjoyment and group learning opportunity that eating together can offer.

Possibilities of accidental injury are identified and minimised by staff, through effective on-going risk assessments. The staff are appropriately deployed ensuring children are always well supervised, for instance, escorting children whilst they move from one area to another. Children are familiar with the evacuation procedure, as fire drills are regularly carried out, promoting children's safety.

Children have access to a good range of clean, safe resources and equipment suitable for their age and stage of development which means they can play safely. All toys and play resources are checked each time they are used for safety and cleanliness and appropriate action is then taken.

Children are protected by staff, who have a competent knowledge of child protection policies and procedures and give priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident as they come into the setting, they independently choose from a range of activities that are easily accessible and provide stimulation. The nursery offers a caring environment where children are welcomed and staff interact positively with them as they play. They become familiar with the regular routine, which includes free-play and planned smaller group times. Staff use the Birth to three matters framework to make observations of younger children's achievements, and they adapt activities so that they are suitable for children aged under three years old.

Children have good relationships with staff, which helps them to settle quickly and grow in confidence. Staff are enthusiastic with the creative activities they provide, however the value of these activities is sometimes lost, due to too much adult intervention. Younger children make use of the activities and experiences provided, the staff are beginning to use the Birth to three matters framework within the planning. This helps to support younger children's progress. Staff make observations of children's achievements, which helps them get to know the children well. Staff join in with children's play, supporting the development of their communication skills through questioning and by listening to what the children have to say.

Nursery education:

The quality of teaching and learning is satisfactory. Staff have an understanding of the Foundation Stage curriculum and the expectations for children's learning. They provide a stimulating variety of activities and experiences for children, helping them to make steady progress in most areas. Children's learning opportunities are, however, restricted due to the organisation of the designated learning areas, for example, the areas of learning are set out across two separate rooms, one of which is used as an art room under supervision, this means children do not have open access to all the areas of learning. Children's language is developing

well, older children start conversations with their friends and talk about their experiences, which encourages the younger children to develop their language. When available, children practise mark making and writing their names whilst playing at the office table and when the home corner is set out as a shop or restaurant. Children look at books independently and listen quietly to stories. Children show an interest in numbers when they count how many children are waiting for a drink, and are occasionally encouraged to solve problems during everyday routines, such as working out how many extra cups are needed.

Children have opportunities to extend their knowledge and understanding of the world, for example, the children enjoy a range of resources such as a computer which they happily design shapes and patterns on, they spend time discussing projects and themes such as 'occupations' and they had a visit from the police to talk about crossing the road safely.

The garden area is used regularly and helps children to develop a positive sense of well being. Children question why things happen and how they work when they experiment with Information and Communication Technology, for example, clicking on different icons on the computer to cause things to happen. Children use their imagination and express themselves in a variety of ways, for example dressing up and singing.

Planning shows evidence of a stimulating range of activities and resources which cover the Foundation Stage in general. Children are keen to take part in activities and are motivated to learn. Children are enjoying their time at the nursery. Staff are competent and they have a satisfactory understanding of their role and responsibilities. The key worker system enables staff to build good relationships with the children and as a result their care, welfare and learning needs are met within the setting.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the nursery, because staff value and respect their individuality and family context for each child, including those with learning difficulties and/or disabilities. Information about children's individual needs is gathered through discussion with parents before they start. Children learn to value diversity as they play with a variety of resources that reflect the wider community, such as musical instruments, dressing up or role play equipment. Staff have a calm and consistent approach to managing children's behaviour. Overall, this results in a calm atmosphere which helps children to behave well. The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery education is satisfactory. Parents of pre-school children are provided with basic information about the Foundation Stage curriculum through verbal communication and information on the notice board, this limits the quality and effectiveness of the information received, as it is written in general terms rather than personal to the parent and child. Parents have relaxed relationships with staff throughout the setting and find them friendly and approachable. There is an 'open door' policy which means parents can ask to see their child's key worker at any time.

Organisation

The organisation is satisfactory.

Effective recruitment procedures ensure that children are cared for by staff who are appropriately vetted and have a sound understanding of child development. Staff work well together as a team and have clear roles and responsibilities. Regular staff meetings ensure staff are kept up-to-date and that policies and procedures work effectively in practice. All required documentation is in place.

Leadership and management of the nursery education provision is satisfactory. The setting has worked hard to address previous areas of improvement and made good use of external advice and support. The manager and staff show a strong commitment to continual development. The manager and staff team have all worked on the system for planning and observations together, however, this is still an area in which the nursery needs to improve. Planning covers all areas of learning generally and observations show children's next steps in their learning, however, there are no links between the two, which could have an impact on the education provided.

The setting is welcoming and space is used effectively to provide a balance of experiences for children, resources are arranged to allow children to develop independence. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Care inspection the setting was asked to improve children's safety by updating the accident and medication records and guarding hot radiators. Children's safety has now improved as radiators have temperature controls and medicine and accident records have been effectively updated. The setting was also asked to develop documentation to improve the organisation of care and to improve children's health by updating the nappy changing equipment and providing children with opportunities to learn about staying healthy. These have all been successfully completed.

At the last inspection for nursery education, the setting was asked to develop the staff's understanding of the Foundation Stage curriculum and improve the use of observations of children's progress to inform activity planning. The setting has since provided training and support for all staff which has led to some improvement in the implementation of the nursery education programme. However this is not yet fully developed. The setting was asked to develop the organisation of resources and the opportunities to explore cultures and beliefs, the setting has rearranged the storage system enabling children further independence as they can access the toys themselves. Children can now learn to value diversity as they play with a variety of resources that reflect the wider community. The setting was asked to improve on various aspects of the 'Helping children achieve well and enjoy what they do' outcome, changes have been implemented and as a result, children's care, welfare and learning needs are met within the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure rooms are maintained at an adequate temperature throughout the changing seasons
- develop staff knowledge, to ensure children achieve a balance between supervised activities and allowing them freedom to create from using their own imagination

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the organisation of space and resources does not restrict children's learning opportunities
- develop the systems used for sharing regular information with parents and carers
- make more effective use of observations and planning so that children can move on to their next steps in learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk