

Scribbles Day Nursery

Inspection report for early years provision

Unique reference number	124896
Inspection date	11/05/2009
Inspector	June Fielden
Setting address	30 Bensham Manor Road, Thornton Heath, Surrey, CR7 7AA
Telephone number	020 8405 0099
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Scribbles Day Nursery has been registered since 2001 and operates from the ground floor of a residential house in Thornton Heath, in the London Borough of Croydon. Children have access to a baby room and an open plan play area for the two to five-year-olds. There is also a secure garden. The nursery serves the local community. The nursery is open five days a week for 50 weeks of the year, from 08:00 to 18:30. It closes for one week at Christmas and a week during the summer.

The nursery is registered on the Early Years Register. A maximum of 18 children may attend the nursery at any one time. There are currently 20 children, aged from 14 months to the end of the early years age range on roll. Children attend for a variety of sessions.

A team of six staff work with the children. Of these, four hold appropriate early years qualifications to at least NVQ at level 2. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff are warm and welcoming, and create a friendly atmosphere for children's play and learning. All staff are successfully involved in the planning to ensure that children make the most of the time they spend at the nursery and that their welfare needs are met. Staff seek parents' opinions on the setting, and liaise effectively with others involved in children's care. The nursery is able to identify its strengths and some areas for development, providing evidence that it is striving towards further improvement. There is a breach of a specific welfare requirement relating to documentation, but this does not have a significant impact on the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the regular evacuation drills include all children
- ensure that any faulty equipment, such as toilet seats is identified and replaced, in accordance with the health and safety policy

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a daily record of children's hours of attendance is regularly maintained (Documentation)

12/05/2009

The leadership and management of the early years provision

Staff have an effective partnership with parents, and provide them with all the necessary details to keep them well informed through the nursery notice board. This includes details about children's key person, the menu and the setting's certificate of registration. There is an informative prospectus for new parents, and a poster giving details about the Early Years Foundation Stage (EYFS) is on display. The weekly planning is also available to parents, enabling them to be involved in their child's learning. Children's records are sent home regularly, and parents are asked to add their comments and provide details of their child's current interests, to inform the planning. Parents are welcome to visit the setting at any time, especially for children's birthday parties, or to share information about their work or interests with the children. There is also an annual parents' evening, when they can discuss their child's progress. Staff have an appropriate understanding of safeguarding procedures, and have all had training in this area.

All the required policies and procedures are in place, and are available to parents and staff. There is a sound recruitment and induction procedure and regular staff appraisals, which are used to identify training needs. All staff have now completed a course on the EYFS, and have attended first aid training. Staff that attend other training opportunities cascade information to their colleagues at regular staff meetings. Staff work together as a team and the manager appropriately delegates duties to her deputy. Inclusive practice is well promoted at the setting through resources, activities and displays. Staff work with other professionals when children are identified as having a learning difficulty or disability. The setting's self evaluation shows that they see the way in which they promote outdoor play and healthy eating as one of their strengths; also the manner in which they plan for children's individual needs. The nursery has rectified most of the areas for development identified at the last inspection, including ensuring that staff ratios are maintained, that appropriate checks are completed on all employees, and that risk assessments are made for all outings. Staff also introduced a new system for recording children's times of arrival and departure after the last inspection. However, this still does not quite meet current regulations, as it does not always ensure that this information is accurately recorded.

The quality and standards of the early years provision

Children are provided with effective activities that enable them to make progress in all areas of learning. Staff ascertain what children are capable of when they start at the nursery through their observations and the information they obtain from parents. All staff are involved in the weekly planning, which is based on children's interests and their next steps in learning, as identified through regular observations. Medium term planning is also in place. Planning sheets are colour coded to enable all staff to easily distinguish the activities that follow children's interests and those that are initiated by staff, based on their next steps in learning. Children's records are regularly updated and the check list they contain enables staff to see any areas where there are gaps in their learning. These folders include observations, photographs and some samples of children's work. For example, one

child's profile had examples of their cutting skills, showing how they had progressed from simple snipping to cutting straight lines, zigzag lines and shapes. Children's records and the way in which they complete activities show that they are making good progress in the EYFS. Staff exchange information with others providing care for children from the setting, and provide details of their progress to teachers at the schools children attend when they leave the provision.

Young children bounce up and down and use hand movements in time to the lively songs staff sing to them, using multi-cultural rhyme books. Staff continually engage children in conversation, consequently they show interest in visitors to the nursery and speak confidently to them, asking them questions. Children exercise daily in the outside play area, the use of which is included in the planning. They ride on the small vehicles, use the see-saws and climbing frames, and practise their throwing and aiming skills with the balls. Children use their imagination as they pretend to dry and style the hair on the dummy heads that are included in the wide range of equipment accessible to them in the role play area. Pictures and wall board displays around the nursery promote children's understanding of diversity. For example, there is one on Jamaica, which includes the country's flag and a carton that contained juice made from fruit that is grown there.

Children follow effective hygiene routines which include hand washing, cleaning their teeth after meals, and getting a tissue for themselves to blow their nose. They are offered vegetarian meals which include a variety of fresh vegetables and fruit, and staff are aware of children's allergies, to maintain their good health. A water dispenser is available for children to help themselves to a drink if they are thirsty. Sound strategies are used by staff to manage children's behaviour. They are rewarded with praise for good behaviour, and removed from a situation if they act inappropriately. Children are encouraged to explore the outdoor area using magnifying glasses, and are keen to solve problems for themselves. For example, one child peddling a vehicle had difficulty in getting it to go over a small ridge between two different surfaces. After a while the child got out and pulled the vehicle over the ridge, then got back inside and peddled away. Radiators are covered, and gates are in place throughout the nursery, to prevent children accessing different areas. Although the setting regularly practises their evacuation drill, staff do not currently ensure that it takes place on more than one occasion each time. Therefore, it does not cover all children that attend, in order to raise their awareness of what to do in an emergency. Also, the setting does not make sure that faulty equipment, such as toilet seats are replaced straight away.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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