

# Scribbles Nursery

Inspection report for early years provision

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**Unique reference number**

EY284903

**Inspection date**

11/11/2009

**Inspector**

Siobhan O'Callaghan

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Scribbles Nursery opened in 2004. The nursery is owned by a private individual. The provision operates from purpose built accommodation which is situated over three floors. Children have access to six group rooms and there is a secure outside play area. The nursery is situated in Finchley in the London Borough of Barnet and serves the local and surrounding community. The provision is open each weekday from 8.00 am to 6.00 pm, for 50 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 68 children at any one time. Of these, no more than 24 children may be under the age of two years and of these no more than six may be under one year at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 90 children aged from six months to under five years on roll. The nursery currently supports a number of children with English as an additional language. There are 27 members of permanent staff working with the children alongside two qualified teachers who come in to teach drama and French. The owner of the nursery holds a degree and has completed the Early Years Professional Status. The manager is an experienced level three qualified member of the team. All remaining staff hold relevant early years qualifications, the majority to a level three standard.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Scribbles Nursery provides a warm and welcoming child-centred provision. Children make good progress in their learning and development as staff effectively plan for each child's individual learning styles and thus ensures competent systems are in place to offer them consistent challenges. Staff promote children's welfare and learning through many robust policies and procedures and through the generally good organisation of its resources. The provision demonstrates an excellent approach to promoting improvements which is evidenced within their extensive self-evaluation systems and within their committed approach to gauging the views of both children and parents.

## What steps need to be taken to improve provision further?

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

- support the development of children's independence skills within their daily routines
- improve visual aids within the older children's mark making area to further support them in recognising and writing their own names.

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

The nursery has in place a comprehensive range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage (EYFS). There are robust systems in place for recruiting and checking staff to ensure that they have the necessary skills and knowledge to work with children. The staff team demonstrate a competent knowledge of safeguarding procedures and what they would do if they had concerns about children in their care. The majority of staff have attended recent in-house training which has further enhanced their knowledge and understanding of safeguarding issues. Daily risk assessments are undertaken by all staff to ensure that the building is safe and secure, thus due emphasis is given to children's welfare. All records relating to children's health and safety are effectively maintained.

The nursery team demonstrate high aspirations for promoting quality care and education for children. The strong focus on engaging with its users and reviewing nursery practices helps to bring about positive outcomes for children. For example, in recent children's questionnaires a common theme was that children wanted more opportunities to play outside. Children's ideas were valued as the provision set about ways to improve children's access to not only the outdoor play area but to other local facilities. This has now included the nursery acquiring an allotment for children to visit on a regular basis. The provision is currently in the process of updating all their policies and procedures in consultation with the whole staff team. Self-evaluation systems demonstrate that the provision is confident in identifying clear targets to bring about continuous improvement within the setting. All staff are involved in an appraisal system; this enables them to identify their individual strengths, weaknesses and training needs.

Staff effectively promote equality and diversity within the nursery. Children's awareness of the society in which they live is incorporated within the planning of activities and experiences that they enjoy whilst at nursery. The environment positively reflects the wider community as children access a good range of resources that help to promote a positive approach towards diversity and inclusion. Staff are well-deployed throughout the provision, ensuring that children receive good support and access to a wide variety of resources. Children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the provision. There are excellent partnerships with both parents and the outside nursery schools that children attend which contribute fully to their integrated care and education. Parents receive comprehensive information about the educational programme, and receive regular reports on their children's achievements and progress. Discussions with parents confirm their high level of appreciation and respect for the provision. Parents comments include: 'we are delighted with the nursery, our child is very happy and is always excited to come' and 'we receive good feedback from staff who are very approachable, the office door is always open and we can make suggestions in the parents box in the foyer.'

## **The quality and standards of the early years provision and outcomes for children**

Staff demonstrate a confident knowledge and understanding of how young children learn and develop. They plan a broad range of exciting activities and experiences which are geared around the children's individual interests and abilities. Ongoing assessments map their progression and highlight their future learning opportunities; consequently children are making good progress towards the early learning goals. Children benefit from weekly trips to their allotment, the local woods and nearby park. Staff skilfully utilise all these experiences to enhance children's learning. For example, children are developing an understanding of their natural environment as they help to grow produce that they can eat. They are able to access extra curricular activities such as Drama and French which is taught by specialist teachers. Children have many positive opportunities to develop their independence and self-care skills as they confidently move around their environment and access resources of their choice. However, staff do not extend children's independence skills within some aspects of their routine. For example, older children are not encouraged to serve their own food during lunch times or to pour their own drinks which will further develop their sense of responsibility.

Children on the whole are extremely happy and busy within their environment. It is evident that they have established secure and trusting relationships with the staff team. Babies enjoy cuddles and close contact when they are having their milk feeds. They are developing their skills as they explore and investigate treasure baskets and a variety of resources which are all within their easy reach. Toddlers thoroughly enjoy singing and story-time sessions where they are encouraged to express themselves through gestures and movement. Thus there is a good focus on promoting communication. Older children are developing many important language and literacy skills as they confidently articulate themselves when engaging in interactive stories. They have good opportunities to use a variety of mark-making resources within their play. However, access to visual aids such as letters of the alphabet to support their early writing skills is not available within their designated mark-making area. Children develop good mathematical concepts reinforced through a varied range of activities and experiences which involve problem solving. They have excellent access to Information and Communication Technology resources, older children learn how to use a computer, a light box and tape recorder, all available within their base room. Children have many opportunities to use their imaginations as they engage within a wide range of creative pursuits.

Children's well-being is prioritised by staff who ensure that children keep safe and healthy whilst in their care. Children's good health is promoted through their healthy, wholesome and nutritious diets; all meals are lovingly prepared on-site by the nursery's full-time chef. Staff follow excellent personal hygiene procedures which are promoted to children throughout the day. Children have their own individual bedding which is regularly laundered. Children have excellent opportunities to get fresh air and enjoy energetic play. They rise to the challenges of balancing and riding wheeled resources in the outside play area. Consequently, children are acquiring good physical skills. Children are learning how to stay safe

as staff reinforce safe practices within the provision. For example, children are reminded of the need to take due care when climbing up and down the stairs and to take care when eating hot food. Children's knowledge and understanding of safety issues is further enhanced through ongoing topics. Overall, children display exemplary behaviour; older children are polite and respectful of each other as they learn the importance of taking turns and waiting for their opportunity to speak during circle times. As a result, children learn effectively through play and develop many important learning and development skills which help to set secure foundations for their future learning.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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