



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 124896

DfES Number: 515744

INSPECTION DETAILS

Inspection Date	19/04/2004
Inspector Name	Lisa-Marie Jones

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Scribbles Day Nursery
Setting Address	30 Bensham Manor Road Thornton Heath Surrey CR7 7AA

REGISTERED PROVIDER DETAILS

Name	Ms Carol Machell-Smith
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 art room and a secure garden.

The nursery serves the local community.

There are currently 21 children on roll, of whom, six three year olds and three four year olds have funded places. Children attend for a variety of sessions.

There is one child attending who has identified special needs. There are no children attending who speak English as an additional language.

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

A total of 4 full time staff work with the children. Three staff have early years qualifications and one staff member is currently on training programmes. The manager is not included in the staff ratio's but does cover lunch breaks, staff shortages and the cooking duties.

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

How good is the Day Care?

Scribbles Day Nursery provides satisfactory care for children aged 2- 5 years.

Regular risk assessments are carried out by staff to ensure children are safe both inside and outside of the nursery. Staff are aware of the need for good hygiene

practices, but the nappy changing mat was ripped and very dirty. The temperature of the radiators was excessive.

Medicine and accident records are kept although some parents have not signed the entries.

Although staff are aware of the procedures to follow should a child become unwell, there are no written procedures for them to follow. Staff attendance records require attention.

Staff work well as a team, however staff ratios were not maintained during the children's lunchtime.

The setting is very calm and children are well behaved and play well together. Staff are effective at managing children's behaviour and encourage children to be kind and respectful toward one another. The behaviour management policy does not include how bullying would be dealt with and there is no system to record physical intervention.

Staff do not let children know when there is to be a change in routine. This caused difficulties for some children, for example getting ready to play outside, or preparing for the lunch session.

Staff do not plan a broad curriculum for the children, and children with special educational needs do not have their needs fully met. There is a limited amount of resources that promote anti-discriminatory practice.

Staff are professional and promote confidentiality at all times, although there are no written guidelines to follow. The procedures and policies that are in place, are adhered to by both parents and staff.

Partnership with parents is good. Questionnaires state that parents are satisfied with the care provided.

Parents have access to a notice board, newsletters and regular progress reports. They have the opportunity to take part in activities, and an annual outing is arranged.

What has improved since the last inspection?

At the previous inspection the provider and manager were new to the facility and a total of 26 actions were made relating to health and safety, documentation and equipment.

The majority of the actions have been met and three actions relate to the education inspection. Outstanding actions include the need for a statement regarding bullying in the behaviour management policy, and the need to properly provide for children with special educational needs.

What is being done well?

- Menus are varied and provide the children with a well balanced nutritious diet. Staff are aware of children's dietary needs and ensure all needs are catered for appropriately. Children are able to access drinks throughout the day independently.
- Staff have a very good understanding of child protection issues. They have dealt with issues effectively and confidentially and follow the relevant documentation and guidelines available to them.

What needs to be improved?

- the staff ratios during lunchtimes
- the staff register
- the planning of activities
- the way in which children are advised about changes to the routine
- the temperature of the radiators
- the condition of the nappy changing mat
- the organisation of resources
- the content of the medicine, and accident records
- the written procedures for staff, when a child becomes unwell, and for matters of confidentiality within the setting
- the anti discriminatory practice
- the provision for children with special educational needs
- the content of the behaviour management policy, and the system for recording incidents.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
9	Ensure that equality of opportunity and anti-discriminatory practice is actively promoted for all children.	22/04/2004
10	Ensure that appropriate action can be taken when a child is identified with a special need, or is admitted to the provision. Take steps to promote the welfare and development of the child within the setting in partnership with parents and other relevant parties.	22/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure staff ratios are met at all times and staff records of daily attendance are up to date.
3	Use children's assessments to inform the planning and implementation of a suitable range of activities, which is appropriate for their stage of development and based on their individual needs and ensure that staff communicate with children when a change of routine is to take place.
6	Ensure that radiators do not pose a risk to children, and that the nappy changing mat is kept clean, and in good condition.
7	Ensure parents sign the records for all accidents, and any medicines given to their child.
11	Ensure that the behaviour management policy includes a statement regarding bullying and devise a system to record any physical intervention.
14	Provide staff with written procedures regarding confidentiality issues, and children who become unwell at the setting.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Scribbles Day Nursery offers acceptable education where children's progress towards the Early Learning Goals is limited by some significant weaknesses. Children do make generally good progress in personal social and emotional development and physical development.

The quality of teaching has significant weaknesses. Staff know children well and have very good relationships with them. Staff do not plan a wide range of activities and make learning fun for the children. Staff manage children's behaviour well. Staff do communicate well with children but do not warn children when activities or routines are changing for example when tidying up. Staff have limited knowledge of the Early Learning Goals and do not use observations and children's assessments to aid planning. Staff miss opportunities to extend on children knowledge and support more able children.

There are significant weaknesses in leadership and management. The setting is clearly managed with the manager taking responsibility for the organisation and deployment of staff. Staff are left to organise planning and the manager does not oversee the end result. The provider and manger are committed to improvement but need to implement effective systems for monitoring and evaluating the education in order to do this and to ensure staff are have the ability and skills to carry out their responsibilities.

The partnership with parents is very good. Parents stated that they were very happy with the standard of care and education the group provides. Parents felt they could approach the staff with any concerns. They stated that they receive sufficient information / meetings on their children's individual progress and events within the group. They also felt that they could participate fully in outings and on special occasions if they wished to do so. They are happy with the way that information is exchanged regarding their children's progress. No information is given to parents regarding the foundation stage.

What is being done well?

- The garden is well organised. Children have the opportunity to play and explore a wide range of large motor equipment. A large covered area means that children can access the outdoor all year round.
- Children are happy and able to select resources for themselves and concentrate on chosen tasks. They are able to communicate their needs and have built up friendships with staff and children and are beginning to share and take part in group activities and initiate play with other children.
- Parents expressed that they are very happy with the education and care that is offered. They said that staff are receptive to the children's needs and that

they receive adequate information regarding their children's progress.

What needs to be improved?

- staff' understanding of the early learning goals and stepping stones
- the planning, and the assessments of children's progress
- the organisation of resources
- the opportunities to explore cultures and beliefs
- the opportunities for children to practice writing skills and understand that print has meaning
- the opportunities to explore mathematical concepts through everyday activities
- the opportunities to explore the natural world and question how and why things work
- the opportunities to understand the importance of staying healthy
- the opportunities to imaginatively explore music and creative activities, and to sing, and share stories
- the information given to parents regarding the foundation stage.

What has improved since the last inspection?

No progress has been made since the last inspection. The provider, manager and key personnel have changed since the last inspection and no action plan was available.

The key issues at the last inspection were:-

to plan carefully and incorporate into daily practice, how staff will make use of everyday routines to help children begin to solve mathematical problems through practical activities;

extend the planning of the programme for creative development to include regular activities through which children can explore sound, use imagination in their art, music and dance and use a widening range of resources to express ideas and convey feelings;

stimulate children's curiosity and encourage them to ask "how and why" through carefully planned activities, providing them with a constant variety of natural and man made objects to explore.

All areas still need to be improved upon as planning is not adequate and staff do not have a sound understanding of the foundation stage.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are well behaved and staff provide consistent and realistic boundaries and have realistic expectations of them. Children relate well to staff and each other. They are beginning to share and take turns. Children are developing independence through consistent daily routines. Staff provide limited opportunities for children to have an understanding of their own cultures and beliefs and of those around them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children and adults talk freely and confidently to each other. Children enjoy looking at books and know how to handle them. Children do not have regular opportunities to practice writing and there are too few opportunities for them to understand that print has meaning. Some children are able to recognise the letters of their name and older children are able to write their name, but staff do not extend on children's existing skills. Singing and sharing stories needs to happen more regularly.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children can count confidently up to ten. Children know shapes and can recognise numbers. However there are too few opportunities to use maths in practical activities and for children to understand the concept of numbers and to show an interest in number problems. Resources are not organised so that children can access them and explore independently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children can recall past and present events and show an understanding of time. There are limited opportunities for children to have an understanding of their own community and to learn about other cultures. Children are competent at using a PC and have opportunities to explore other technological equipment. Planning does not adequately show how children explore the natural world around them, or question why and how things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently with control and co-ordination and have opportunities to ride bikes, pedal cars, use tunnels, balls, slides and take part in exercise sessions. Children are developing their fine motor skills with the use of pencils, rolling pins, cutters, scissors etc. Children do not have many opportunities to recognise the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children are confident to use their imagination in role play, but there are not enough planned activities available to allow children to explore music and creative activities imaginatively or to express ideas and thoughts. Children know their colours and are able to match and mix colours . They are given regular opportunities to explore painting, sticking and other messy activities.
Children's spiritual, moral, social, and cultural development is not fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the quality of teaching by ensuring that key personnel have a secure knowledge and understanding of the foundation stage, stepping stones and early learning goals.
- Develop and implement a system for planning a broad and balanced curriculum to ensure that children have maximum opportunities to work towards the early learning goals.
- Develop the current system of using observations and evaluations of activities, to inform planning for the next stage in children's development.
- Ensure parents have access to information regarding the foundation stage.
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The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.