

# Little Scribblers LTD

Inspection report for early years provision

---

**Unique reference number** EY332969  
**Inspection date** 19/10/2010  
**Inspector** Barbara Walters

**Setting address** 21st Bath Scout Site, Charlcombe Lane, Bath, BA1 6NS

**Telephone number** 07747 081626

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Scribblers Ltd was registered in 2006 and is located in a Scout hut within the city of Bath. Children have access to the playroom, a fully enclosed outside play area, and occasional use of the large hall. The provider offers full day care Monday to Friday from 7.45am until 5.30pm, from Monday to Thursday and 7.45am to 4.30pm on a Friday for children from two to five years. Registration is for a maximum of 15 children from two to five years and currently there are 35 children on roll. The nursery is also extending their service to after school care for children up to the age of 8 years. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The nursery receives funding for the provision of free early education to all the children aged three. The nursery also provides care to children who have English as an additional language. There are six members of staff who all hold a relevant child care qualification. Advice on the education programme is provided by a teacher advisor from Bath and North East Somerset local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy a varied range of stimulating activities in a supportive and welcoming environment. Generally good planning ensures children make good progress in their learning and development. Staff work in effective partnership with parents and other settings to ensure that children's care and learning needs are met. The group is successful in reflecting on their practice and make positive changes to improve outcomes for children.

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

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

- develop further systems to ensure the next steps in children's learning are consistently supported

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

The group use the individual skills of staff to ensure children are happy and secure. The setting has effective procedures in place to promote children's safety and welfare. For example, a suitable recruitment and vetting procedure is in place and all staff are well qualified. Staff are vigilant in safeguarding children and thorough risk assessments which are permanently displayed for all to see, contributes well to children's continuing safety. Staff attend continuing up-to-date training in child

protection so it remains a high priority to develop a good knowledge of their responsibilities in reporting concerns. The group have recently reviewed their policies and procedures which are well detailed and shared with parents. Recommendations from the last inspection have been thoroughly addressed, ensuring the improvement of children's care and learning. The setting is committed to evaluating their practice and demonstrates a capacity to promote successful outcomes for children. For example, resources have been improved to include natural materials and the group have gained the Healthy Early Years award. Children enjoy playing freely using the welcoming and attractive playroom. Toys are stored at their level which allows them to be independent and choose what they wish to play with. An inviting outdoor play area supports children's self-selection of play opportunities and builds on their confidence. Children's sense of security is fostered by the many ways staff have devised for building good partnerships with parents, for example, their views are taken into account in the food policy. Parents report that children benefit from mixing with other children of different ages. Staff are accommodating and parents are happy with the care and learning children gain from coming to the nursery. The staff have developed thoughtful and effective systems to ensure that children who attend other settings receive continuity. For example, regular phone calls to the children's key workers ensure their needs are consistently met. The setting demonstrates a good knowledge and understanding of the importance of promoting equality and diversity. They value children's home backgrounds and meet their individual requirements through their daily practice and resources and experiences that are presented to the children.

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

Children's learning and development is supported well by staff who interact with the children and encourage their play. Daily planning takes into account the children's interests and they have continuous time in the outdoor area for play in the fresh air. Children make good progress because staff provide a wide range of adult led and child initiated activities to promote their learning and education. Children use their senses and feel the plastic gloves filled with ice, water and pasta, exploring the different sensations. Children are creative in developing their imaginative play. They investigate the construction pieces to build their own animals and repeat the sounds they make. Children's understanding of information and communication technology (ICT) is developing well. They competently use the mouse when playing games on the computer and are supported by staff to take photos of their achievements to share with their friends.

Children's achievements are observed by staff and recorded in their learning diaries so staff can track the next steps in their learning. Activities are planned around children's interests which helps them make progress towards the early learning goals. However, systems to ensure that all staff consistently promote the next steps in individual children's progress is not fully in place.

Children have the opportunity for twice weekly visits to a local hall where they exercise through games which are organised by a sports professional. Children take delight in joining in the running games and eagerly follow instructions to run

faster and stand on their feet. Children join in the full spirit of the team games and take their turn and work well as a team. They are very aware of the need to keep safe when walking along the road to the hall and listen carefully for traffic before they cross the road. They all hold on tight to the walking rings so they stay together and keep safe.

Children are well behaved and respond to the expectations of the setting. Effective behaviour management by the staff, such as reminding children to use kind hands, ensures that children are developing a respect for other's feelings. Children easily access fresh drinking water to keep them hydrated throughout the day. A range of healthy snacks and meals are provided to encourage children to learn about healthy eating issues. Mealtimes are sociable occasions when staff and children enjoy sitting together and children are helped to develop their social skills.

## 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	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met