

Scribbles Pre-School

Inspection report for early years provision

Unique reference number EY421378
Inspection date 13/10/2011
Inspector Susan Ennis

Setting address Thorowgood House, Vicarage Road (West), North Weald,
Essex, CM16 6AL
Telephone number 01992 523846
Email admin@scribblespreschool.co.uk
Type of setting Childcare - Non-Domestic

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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*.

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.

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Description of the setting

Scribbles Pre-School registered in 2011 and operates from two rooms from within Thorowgood House in North Weald, Essex. The pre-school serves the local and wider area and is building strong links with the local schools. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens weekdays from 8am until 6pm for 51 weeks of the year, with the exception of bank holidays. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and a maximum of 26 children may attend the pre-school at any one time. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The pre-school receives support from the local Early Years Development Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which all children thrive. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the setting and make good progress in their learning and development. The staff build trusting relationships with parents and carers and keep them well informed about their children's development and the day-to-day running of the group. The manager and staff are identifying the setting's strengths and areas for improvement and are committed to ongoing progress and sustainability.

What steps need to be taken to improve provision further?

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

- develop further the use of starting points to more efficiently assess where children are in their development and demonstrate how their next steps of learning are incorporated into planning
- develop further the use of reflective practice to ensure that the views of parents and users of the setting are regularly sought.

The effectiveness of leadership and management of the early years provision

The effective implementation of the pre-school's comprehensive policies and procedures ensure that all those working at the pre-school have a high level of

awareness with regard to the safety of children. There are robust procedures for checking that staff are suitable to do the job and a rolling program of training to further increase their childcare knowledge. Staff fully understand the procedures to follow relating to safeguarding children and are also made aware of the pre-school's strict procedures regarding social networking websites. Staff further protect the children by taking effective steps to minimise any hazards. They regularly practise the fire drill with the children, taking with them their evacuation bag which contains the children's emergency contact numbers, spare drinks and games to keep the children occupied until it is safe to return to the building.

The pre-school skilfully promotes equality and diversity enabling them to offer a service that is inclusive for all children and their families. Staff work closely with the parents to ensure that they understand each child's background, needs and beliefs. For example, they try to learn a few words in the children's home language to help them feel settled and secure. Children's individual development is effectively promoted because the pre-school has detailed procedures in place to support, monitor and evaluate their progress. The comprehensive and interesting range of resources is actively used and the inclusive child-friendly environment is conducive to children's learning. The pre-school also makes active use of the local area, such as going to feed the sheep in the nearby field and going on nature walks where the children experiment with binoculars looking for birds in the trees.

The pre-school gives a strong emphasis to building trusting relationships with parents, carers and other providers involved in the children's lives. Parents are kept well informed about their children's time at the pre-school and their development through open interaction with staff, use of home/school diaries, development files and monthly newsletters. They are given suggestions of activities to do at home and are encouraged to become involved in their children's learning. For example, they borrow the 'Bag of Rhymes' sack which encourages them to use prompts and nursery rhymes to develop children's language skills.

Staff show a genuine desire to promote the best care and opportunities for children and are committed to sustainability. The owner and staff are pro-active in listening to advise and respond positively to the feedback given at inspection. They continuously monitor the pre-school by reflecting on their own practise and use the self-evaluation form as a working document to record their progress and plans for the future. These include the transformation of the small playroom into a sensory area. Staff are enthusiastic and committed to sustainability. However, as they are not regularly involving the users of the pre-school in their reflective practice, they are not gaining a clear picture of their views to potentially assist them in improving the outcomes for the children.

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

Children are offered interesting and stimulating opportunities to help them effectively progress and develop across all areas of learning. Information is gained from parents about children's home lives, routines and their likes and dislikes.

However, as this information is not linked to children's developmental starting points, it is not used to inform initial assessments. Staff get to know the children extremely well and record their attainments through use of observation, assessment and planning for their next steps. Each child has a development folder which highlights their progress through written observations, examples of their work and photographs. Their progress is then monitored through use of the Early Years Foundation Stage development sheets. However, current methods do not consistently show how children's next steps of progress are incorporated into planning and therefore, their development is not optimally promoted.

Children's learning is purposeful and developmentally appropriate. Staff use their well-informed childcare knowledge to adapt the activities to ensure that all children can participate with good levels of challenge. Flexible planning ensures that children's interests are taken into account and a good balance of adult-led and child-initiated activities extend their learning further. For example, when children are amazed that water changes colour when a 'bath bomb' is placed into it, staff encourage them to explore the affect of change further. Children watch as water is frozen and then left to melt and participate in making milk ice lollies and fruit smoothies. They are also intrigued as they watch a piece of cheese deteriorate into a mouldy state in a plastic container. Staff use their skills to draw out the learning opportunities from routine activities, such as circle time. Children are encouraged to look out of the window to describe the weather and then place the cloud shape onto the chart. The talk about the clothes appropriate for this type of weather and decide that the monkey in the picture will need to wear some trousers to keep him warm. They use their number skills to count how many children are present and their name recognition as they also place their name card onto the poster provided. Children develop their creative skills as they decide to do some painting telling the member of staff which colours they would like to use. They choose, from a variety provided, a paintbrush to use and set about painting their hands describing it as 'feeling tickly.' They demonstrate their physical skills, they take great delight in showing the staff how they can run up the slope and land in the ball pond. They also ask the inspector to join in jumping on a foil blanket pretending they are jumping in puddles with their Wellington boots on.

Children enjoy their time at the pre-school, forging friendships with the staff and each other. They are confident in their surroundings and move freely from activity to activity. They demonstrate trust in their relationships as they talk to the staff and ask them to help them to do a puzzle. Children's behaviour is good as they follow the positive role modelling of the staff and learn the expectations in place. For example, they learn not to run inside and can often be heard reminding each other of this demonstrating their growing awareness of the rules in place. Positive behaviour is very much encouraged and to help this, children receive stars for the board for being particularly helpful or kind. They are also learning to care for others as they take part in regular fund raising events, such as 'Pyjama Day' where they wear their pyjamas to pre-school accompanied by their teddy bear and blankets, to raise money for charity. The pre-school actively encourages children to learn and understand about the society in which they live. For example, a display on the wall encourages the children to think about family members that live abroad and where they are on the map. They also have access to a range of resources, such as, dolls, a treasure basket and play figures that broaden their

understanding of the diverse world in which they live.

Children's health and welfare are consistently promoted as the staff take effective steps to minimise the spread of infection and develop children's understanding of healthy living. For example, they learn to wash their hands at appropriate times, accompanied by explanations of why this is necessary. They are developing their independence skills as they help set the table for snack and learn to put on their own coats before going outside. They learn the affects on their bodies as they climb and dig and very much enjoy finding extra twigs for the newly made bug hotel. Children are also actively learning about their own safety. They are taught how to use equipment, such as scissors correctly and remind the staff that knives have to be used carefully as they cut up their own grapes at snack time.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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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