

Scribblez Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

Scribblez Day Nursery is a privately owned nursery. The nursery registered in 2011. It operates from converted rooms in a building on the edge of an industrial estate at Marsh Barton, Exeter. Children have access to enclosed outdoor areas. The nursery opens each weekday from 7.45am to 6pm for 51 weeks of the year. The nursery is closed on bank holidays.

The nursery is registered on the Early Years Register. A maximum of 60 children in the early years age range may attend the nursery at any one time; of these, 14 children may be aged under two years. The nursery is funded for free early education for children aged two, three and four years. The nursery follows a Montessori approach. There are currently 47 children on roll.

The nursery employs nine staff including a handyman and a cook; seven staff work directly with the children. The manager holds a level 7 qualification in childcare and is a qualified Montessori teacher. Two members of staff hold level 4 qualifications, two hold level 3 and one member of staff holds a level 2 qualification. One other member of staff is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a good start to children's play and learning experiences. Overall, good systems are in place that meet the individual needs of children and support their learning and development well. The staff successfully promote children's welfare. The nursery establishes effective partnerships with parents and others involved in the care of children. The whole staff team share a strong commitment to the continuous improvement of the nursery and this leads to improved 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 a rich range of opportunities for babies to be physically active both indoors and when outside; and to provide greater challenge
- monitor the role of the key worker and the effectiveness of information sharing processes when the numbers of children increase and as the grouping of children within the nursery changes.

The effectiveness of leadership and management of the early years provision

The nursery has a very clear policy and procedure in place to safeguard children. The manager, as the designated safeguarding officer, has a comprehensive awareness of safeguarding issues and all staff have undertaken training. All staff place high importance on children's safety. The use of risks assessments successfully minimise potential hazards to children. Robust recruitment procedures mean that all staff undergo suitability checks. The staff teach children to be safety conscious, for example, children of all ages are encouraged to tidy toys away before others are taken out.

The pre-school children follow Montessori teaching methods. Currently there is a mix of approaches in both the 2-3's and the babies' rooms. Overall, good quality written observations and assessments of children's next steps in development provide secure information to aid the different planning processes. Pre-school children in particular benefit from the structure of the Montessori approach. Key workers know children well. The good communication between staff in the babies' room contributes to the planning processes. As a result, staff track children's progress and tailor learning experiences to suit each child. They make good progress in most area of learning and development. The staff have a good understanding of the Early Years Foundation Stage which is complimented by the Montessori philosophy. The leadership is aware of the need to monitor the effectiveness of information sharing processes when the numbers of children increase and as the grouping of children within the nursery changes.

Overall, there is a good range of resources particularly the Montessori resources that children use. Currently both older age groups of children are cared for together and spend some time in each of the rooms with age-appropriate resources. When in the room for younger children, they experience well-planned activities spread out into areas of interest and that cover each area of learning. The good organisation of the Montessori educational programmes provides rich, varied and imaginative experiences that meet the needs of children well. Children have easy access to these resources and independently choose those they wish to play with. Babies enjoy a good range of experiences and play opportunities overall. However, opportunities for babies to test their large motor skills through a wide range of climbing resources are somewhat limited.

The nursery successfully promotes equality and diversity as levels of engagement with parents and carers are firmly established. This results in a good knowledge of children's background and the clear identification of their care needs. Practitioners identify a child's need for additional support at an early stage and closely work in partnership with parents and others professionals. This enables each child to get the support he or she needs. Parents are informed on a daily basis what they child has been doing through verbal discussion and by means of a communication book. Regular reviews are undertaken and this enables parents to know their child's achievements. Recently a parent's open day provided detailed information about the Montessori approach the nursery use. Parents comment positively on all aspects of the nursery.

The proprietor and whole staff team are highly committed to driving improvement and fully share the ethos of this new nursery. Reflective practice takes place with monitoring and evaluation that enable the clear identification of priorities for improvement. For example, children enjoy a range of play when they take their play outside and the planting garden is near completion. Plans are in place to extend children's enjoyment through climbing equipment and a range of permanent exploratory resources.

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

Children are eager to attend have good levels of achievement and show very positive attitudes to learning. There is a good balance of child-initiated and adult-led learning opportunities. These build on the children's imagination, participation and independence. An experienced staff team skilfully support all children to think and to explore by offering encouragement, clarifying ideas and asking open questions. Babies make good progress in their communication skills because staff are attentive provide lots of cuddles and talk to children initiating responses. Children progress well in their communication language and numeracy skills. They clearly demonstrate that they are very well equipped with the fundamental skills that will help them in the future. They play a dynamic role in their learning, offering their ideas and responding to the challenges, they often set themselves, with enthusiasm. For example, a child confidently explains how she matches picture cards with letters of the alphabet to build up the phonic sounds of the word. She confidently lays out the exercise and packs this way when she finished. Staff consistently model and explain the use of materials so that children feel confident and can go on to explore in their own way. Children match, count and learn to recognise numerals through a range of activities.

All children show a strong sense of belonging. They are confident and secure. Toddlers explore and cooperate with each other to build the train track. They thrive in the calm and friendly atmosphere. Babies show they are happy, giggle and go to adults for physical contact. They scoop, pour and tip rice in a tray and develop their early skills and dexterity as they do so. When outside in their own play area they sit in comfort on a blanket or go to test their skills as they pull themselves up on the baby walker. Babies move to the music, wiggle, and stretch showing control of their bodies. They have space to crawl; negotiate space, and each other. Other opportunities for them to climb and to set themselves small physical challenges are not extensive. Older children also have regular opportunities to take their play outside. They are beginning to show an understanding about healthy life style and the importance of regular exercise. They thoroughly enjoy the trikes and practise their stopping and steering skills with excitement. They kick balls, jump into hoops and engage their imaginations in role-play in the playhouse. Overall children make satisfactory progress in their physical development. They have their dietary needs met through healthy and nutritious meals. They follow appropriate hygiene procedures. Nappy changing procedures enable children to remain content. Children show they feel safe and are kind and

thoughtful toward each other. They know the boundaries and routines of the nursery and take responsibility for small tasks for themselves. For example, they place chairs back under tables without prompting and help pour drinks for each other. Good quality interaction and well-organised routines help babies and young children to be secure and to explore with confidence.

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

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

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	3
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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