

Scribbles Day Nursery

30 Bensham Manor Road, Thornton Heath, Surrey, CR7 7AA

Inspection date

17/09/2012

Previous inspection date

11/05/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settle quickly when they arrive at the nursery, because there is a well-organised key person system. This results in children having secure and trusting relationships which successfully supports their well-being and development.
- Young children's language development receives appropriate support. They listen with interest to familiar stories, responding with enthusiasm and excitement to the repetitive rhyme and rhythm with effective support and encouragement of practitioners.
- Partnerships with parents are well established, enabling the caring practitioners to help children make sound progress and receive suitable support.

It is not yet good because

- Some activities lack challenge, due to shortfalls in some areas of the delivery of the educational programme. As a result, some children are not given fully efficient opportunities to explore mathematical properties, such as weights and measures, and opportunities to discuss changing properties of materials, in depth.
- The organisation of sleep and rest times do not always accommodate children's individual needs.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The majority of the inspection was spent in the three play rooms observing/talking to the children and staff. Observations also took place in the outside learning environment (garden).
- Leadership and management discussions were engaged in with both the provider and manager. In addition, a joint observation was undertaken with the provider observing the pre-school children.
- Relevant documentation relating to safeguarding, staff suitability, policies and procedures, children's individual needs/progress and development and the settings self evaluation/action plan records were sampled with the provider.
- The inspector took account of the views of six parents spoken to on the day of the inspection.
- All areas accessible to the children were inspected, along with areas children do not have access to, such as the staff toilet and the kitchen.

Inspector

Sandra Jeffrey

Full Report

Information about the setting

Scribbles Day Nursery has been registered since 2001 and operates from the ground floor of a residential house in Thornton Heath, in the London Borough of Croydon. Children have access to a baby room and an open plan play area for the two to five-year-olds. There is also a secure garden available for outside play. The nursery is privately owned and opens five days a week for 50 weeks of the year, from 8am to 6.30pm, and serves the local community. It closes for one week at Christmas and a week during the summer. The nursery is registered on the Early Years Register. There are currently 28 children on roll, aged from eight months to the end of the early years age range. Children attend for a variety of sessions. A team of eight staff work with the children. Of these, four hold appropriate early years qualifications at level 3 and the remaining staff are working towards early years qualifications at level 2. The nursery supports children for whom English is an additional language and children with identified learning difficulties and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme for mathematics by providing opportunities for children to explore weights and measures when comparing quantities and objects
- improve the educational programme for expressive arts and design by providing opportunities for children to explore and discuss changing properties of materials and enabling them to think about cause and effect, for example, the transformation of dry to wet ingredients when cooking.

To further improve the quality of the early years provision the provider should:

- develop the systems that support children's individual needs, in relation to improving arrangements for children who need little or no sleep or rest, while others are sleeping.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make satisfactory progress overall in their learning and development in relation to their individual starting points. Children benefit from the organisation of the 'workshop' approach in the nursery. This enables them to choose activities that interest them with the aid of laminated picture cards displaying the resources available. Children are able to determine their own play experiences; according to their individual interests and abilities, as they make steady progress towards the early learning goals.

Staff are committed to meeting the needs of the children and ensure the generally effective delivery of the educational programme covers the seven areas of learning. Children enjoy listening to well-known stories and eagerly join in with the simple rhythmic verses. This engagement enables them to practise the development of their language skills in a fun interactive way. Children have access to appropriate materials to enable them to practice their drawing and early writing skills, both inside and out. For example, they use chunky crayons and paper inside and chalks on the wooden fence in the outside play area for variety and interest.

Staff are aware of the additional needs of children for whom English is not their first language and work closely with parents to meet their individual needs and ensure they are making suitable progress in their own way and at their own rate supporting children in their readiness for school.

Children have access to a satisfactory range of materials and experiences to practise the development of their mathematic skills. These include singing simple number rhymes and songs and counting objects within the nursery. However, some activities lack sufficient interest and challenge. For example, a cooking activity lacks opportunities to expand children's understanding of weights and measures. Staff do not encourage children to think about and discuss the cause and effect of changing properties in relation to the mixing and cooking of ingredients. Consequently, opportunities are missed to support children's development in expressive arts and design.

Staff are becoming more confident with the changes resulting from the newly revised Early Years Foundation Stage Framework, having recently attended in-house training to support their understanding. The nursery is currently adapting their assessment systems in line with the prime and specific areas of learning and demonstrates a suitable understanding of how to promote children's development in these areas. They are also in the process of introducing the two-year progress check, to enable them to continue monitoring children's learning and development successfully.

Children enjoy their time at the nursery. They have formed close bonds with their key person. Staff work hard in planning activities to meet the individual needs of children within the nursery. Planning reflects the interests of individual children and favourite activities are repeated to allow children to practise their developing skills and to consolidate their learning.

Parents benefit from the links formed through the well-organised key person system. This enables them to share relevant information with their child's main carer on a daily basis. Parents are included in the initial assessment of their children's starting points upon entry into nursery and are invited to access their children's development records whenever they

wish. All parents spoken to praise the staff for the care and development opportunities provided for their children.

The contribution of the early years provision to the well-being of children

Children are happy at the nursery and have formed secure attachments with the staff, as a result of the care and affection they receive. The atmosphere in the nursery is generally calm and happy, with children playing harmoniously together in the main. Minor disputes are quickly and appropriately dealt with, as staff encourage children to be kind to each other and to respect each other's feelings. This supports children's personal and emotional development and helps them to feel safe and secure within the nursery.

Children receive some successful opportunities to develop their independence and self-care skills as they access the drinking water and tissues made freely available for them in the group rooms. Children enjoy freshly cooked vegetarian meals that support a healthy diet. Opportunities to self serve themselves at meals times are limited however, which restricts children's autonomy and choices. Children generally sit well at meal times and are reminded not to put their knives in their mouths in case they cut themselves, helping them to understand how to manage simple risks. The introduction of a new self registration system using photographs of the children to show who is at nursery gives children opportunities to increase their independence.

A suitable range of clean and well-maintained toys and resources enhance the children's enjoyment and support their all round development and next stage in their learning. The nursery is brightly decorated throughout with photographs of the children and samples of their artwork, giving them a sense of belonging. Posters and maps of different parts of the world help children's understanding of the world we live in, in conjunction with a selection of multi-cultural musical instruments and role-play resources, including African jewellery.

The large, well-equipped and secure outdoor play area supports children's physical development well. They enjoy regular opportunities throughout the day to access the recently renovated garden. Babies benefit from having a separate outdoor area where they can play and exercise safely, while still being able to see and socialise with the older children. Staff use this area well, incorporating the indoors outside with successful planning and organisation. For example, children are able to enjoy looking through books and dressing up in 'super-hero' outfits because of the imaginative thinking of the practitioners.

Babies also benefit from the separate play and sleep area in the nursery, while still able to observe and interact with the older children in the toddler room. This in turn eases their transition into the toddler room when they reach two years of age. Babies are generally secure and settled in the nursery, as a result of the familiar key person system and routines.

Young children sleep in safety in comfortable beds with their own bedding. Staff sit with children and settle them until they fall asleep. Systems to support older children who no

longer require a sleep and those who do not want a sleep are not fully effective, and not tailored to their individual needs. As a result, these children spend longer than necessary 'resting' on beds after lunch, before playing quietly after lunch.

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

The provider demonstrates a satisfactory understanding of her responsibilities in meeting the learning and development requirements. The provider carefully monitors planning and assessment.

Children's safeguarding and welfare is promoted. Appropriate recruitment procedures ensure that staff are suitable to work with children and are appropriately vetted and qualified. Staff demonstrate a sound understanding of their responsibilities in relation to child protection and are aware of the procedures to follow if they have concerns about a child. Several staff have attended recent safeguarding training and an action plan is in place to ensure the remaining staff attend training in the near future. Suitable staff deployment ensures that children are closely supervised at all times and adults who are not fully vetted do not have unsupervised access to children. Close circuit television cameras are in place in the playrooms and outside the premises to promote the safety of the children.

Staff receive appropriate supervision and support from the provider who actively encourages them to attend training of particular interest to them to enhance their professional development. An action plan is in place to increase the number of staff with Special Educational Needs training in order to enhance the arrangements to support children with additional needs. This demonstrates a commitment to driving continuous improvement.

The nursery is involved in an apprentice scheme with a local college, supporting the training of new staff and investing in early years practitioners' development. In addition, they accommodate work experience students from local high-schools. Students are monitored carefully and appropriate vetting procedures are applied. Children particularly enjoy the presence of male workers in the nursery, benefiting from the opportunity to engage with positive male role models within the nursery environment.

Suitable risk assessments are in place to ensure the safety of equipment and areas accessible to the children. Additional risk assessments are conducted when children take part in outings. Children take part in regular fire drills to enable them to know what to do in the event of a real emergency and appropriate daily attendance records are now maintained.

The setting satisfactorily demonstrates the capacity to secure improvement. Staff work well together as a team and are aware of their individual responsibilities to ensure the nursery operates smoothly. The provider is keen to increase opportunities to monitor staff performance and further develop the mentoring systems, following her involvement in a

joint observation with the Early Years Inspector during the inspection.

Partnerships with parents are secure and contribute to children's positive experience at the setting. Parents are very warmly welcomed into the setting and are very happy with the care their children receive. The nursery has also developed links with other early years settings and professional agencies involved in the care of the children, including speech therapists and health visitors, therefore ensuring that all children are fully supported in all areas of their development and well-being.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	124896
Local authority	Croydon
Inspection number	813672
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	28
Name of provider	Carol Machell-Smith
Date of previous inspection	11/05/2009
Telephone number	020 8405 0099

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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