

Scribbles Nursery

2a Hertford Road, London, N2 9BU

Inspection date

17/04/2013

Previous inspection date

11/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy and content as they play confidently in their bright and stimulating learning environment.
- Children are developing good listening and communication skills as staff plan regular opportunities for them to participate in themed discussions. Hence, children are confident to ask and respond to questions about ongoing topics.
- Both babies and older children demonstrate that they have developed secure and warm attachments with their key person. This is evidenced in children's confidence within the provision.
- The manager, proprietor and staff demonstrate that they are reflective practitioners. They are continually looking at ways to improve their practice and engage both children and parents within these processes.

It is not yet outstanding because

- Children do not have a named back-up key person in place so that it is clear for both children and parents which staff will step in to care for them when their regular key person is absent.
- Babies' personal care routines are not used as opportunities to promote stimulating experiences to support their self-awareness.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of a story-time session.
- The inspector talked with staff and held meetings with the manager and proprietor of the provision.
- The inspector examined documentation including a representative sample of children's records, safeguarding policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Scribbles Nursery opened in 2004. It is a privately run provision and operates from purpose built accommodation, situated over three floors. Children have access to six group rooms and there is a secure outside play area. The nursery is in East Finchley, within the London Borough of Barnet and serves the local and surrounding community. The provision is open each weekday from 8am to 6pm, for 50 weeks of the year. The nursery is registered on the Early Years Register and provides funded early education for three and four-year-olds. There are currently 85 children aged from nine months to under five years on roll. The nursery currently supports a number of children who speak English as an additional language. There are 29 members of permanent staff working with the children; this includes a full time chef and two additional teachers who are contracted to provide French and drama sessions for the children. The owner of the nursery holds a degree and has achieved Early Years Professional Status. The manager is an experienced level three qualified member of the team. The majority of remaining staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- strengthen the supportive relationships with parents and their children by providing a second key person for children so that they always have a familiar person caring for them
- develop babies' self-confidence and self-awareness by: improving babies' nappy changing experiences, for example, by providing toys and materials for them to hold and explore.

Inspection judgements

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

Children are confident in their busy nursery environment as they have good opportunities to make choices about their play. Staff are knowledgeable of their key children's interests which they effectively link into their planning systems. This supports all children to enjoy their learning and to embrace the new challenges that are set for them. Staff maintain secure assessments and planning records which encompass all seven areas of learning. This helps to ensure that children have a balanced range of experiences to support their progression. Staff have confidently initiated the progress check for two-year-olds and are

involving parents within these processes. Children with English as an additional language are progressing well towards the early learning goals. Staff value children's home languages as they work in partnership with parents to record and use key words with children in their play and learning. Staff gather detailed information from parents about children's development prior to them starting in the nursery. This information is then competently used to begin planning for children's learning and setting clear targets to support their progression. The impact is that all children are making good progress across all seven areas of learning.

Children are excited to share their knowledge as they enthusiastically engage in circle time sessions. They are confident to discuss the life cycle of a frog as they observe the tadpoles slowly evolving into frogs in their playroom. Staff are skilful in extending children's learning as they ask them open questions and introduce new knowledge during these interesting discussions. As a result children are developing successful communication and language skills. Children demonstrate good independence and self-care skills as they confidently help themselves to snacks and help to serve their own lunch. Even the youngest babies are learning to feed themselves as they are given finger foods to eat. They are growing in confidence as they are encouraged to access their rooms and resources independently. However, personal care routines such as changing nappies are currently not used to further promote children's self-awareness and general learning. For example, these areas are not designed to be inspiring; there are no mobiles, mirrors; toys or books for them to hold. This limits the conversations with babies about what they can see.

Children have ample opportunities to access the garden and engage in active play. Younger children, also enjoy opportunities to develop competent physical skills within their rooms. Good quality equipment allows them to learn to walk up and down stairs and use a small slide. They delight in using this apparatus as they proudly show off their developing skills. Older children love the challenge of walking on balancing beams within the garden which helps to promote their balance and coordination. All children benefit from going on local trips within the community. These include regular trips to the nursery allotment where children help to grow a variety of vegetables and fruits. Staff skilfully use these opportunities to extend children's knowledge and understanding of the food chain and the importance of eating healthy snacks and meals.

Older children are developing many helpful skills that will support their learning when they move onto school. For example, they are able to write their names and draw with purpose. Children know that they must wait their turn and put up their hands when they want to speak out in a group. Staff plan small group activities to encourage children to work cooperatively and to listen and concentrate for small periods of time. Children certainly enjoy being helpful as they help to tidy up after lunch which includes helping to wash down the tables. Discussions with parents demonstrate that they are very happy with the quality of care and the learning experiences offered to their children. They feel that their children are making very good progress and they say that they value opportunities to meet with staff where they can discuss their children's ongoing progression. Parent's comments include, 'My child is so happy at nursery, they are always speaking fondly of staff and they miss coming when it is the weekend.' Another parent

comments on their child's improved confidence since attending nursery.

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

The staff team create a happy, safe and welcoming environment for children as they enthusiastically carry out their roles and responsibilities. The impact is that children are content and settled most of the time. Staff are clearly focused on meeting their individual needs. For example, they work closely with parents to respect babies' home routines and to promote consistency of care with regards to behaviour for older children. There is a strong key person system in place which has helped children to form secure attachments. Babies certainly enjoy cuddles and playful interactions with their key person, while older children love to share information and achievements with their key person. Parents too comment on the excellent relationships that their children have formed with their special key person. However, when staff are away there is no current system to have a named back-up key person to step into this role to ensure that parents know who they need to liaise with and to also further support the children to settle into nursery when they arrive in the morning.

Children are developing polite and co-operative behaviour as they follow the very positive adult-role models. Children enjoy receiving praise and encouragement which gives them confidence and motivation in what they are doing. Children displaying challenging behaviour have positive strategies implemented to help them to understand and respect certain rules. For example, staff have implemented sticker rewards following discussions with parents who have initiated this at home. Therefore, children receive consistent messages which helps them to develop desirable behaviour. Discussions with parents demonstrate that they are impressed with how the nursery staff promote polite and respectful behaviour. They say that children always say please and thank you and wait until everyone is sitting down before eating their food. Parents also share the positive transition arrangements that are in place when children move up into a new room. They discuss how they are consulted and involved in this process. Parents are also share the very positive wrap around care provision that is available for children. For example, some children attend a school nursery in the morning and then are collected by staff to attend this provision in the afternoon. The impact is that effective links are in place with two local schools to promote this service for parents and to promote continuity of care for children.

Children benefit from an accessible environment where they have independent access to good quality resources which help to support their all-round development. Staff are vigilant in keeping the environment safe for children. They maintain a regular risk assessment of the environment and resources to help ensure that any hazards are quickly removed. Children are supported to understand the importance of safe practices. For example, they know that they must line up sensibly and climb up and down the stairs in single file to prevent tripping. Children engage in regular emergency evacuation drills as staff discuss with them why it is important to get out of the building quickly and safely. Equally, staff are mindful of allowing children to take some measured risks in their play. For example, giving the children opportunity to climb, run and engage in balancing activities in the garden.

Children have good appetites; they thoroughly enjoy their food which is prepared freshly everyday by the experienced chef. They have the added bonus of eating some of their own produce which they collect from their allotment. This effectively supports children's understanding of the importance of eating well and living a healthy lifestyle. Children learn about foods which are good for them and listen attentively to staff when they discuss how food gives them energy. Staff discuss with children the positive benefits of engaging in regular physical exercise. Children display confident self-care skills as they know why they must wash their hands at appropriate times of the day. Topics that are planned for children include exploring how their bodies work and how to stay healthy. Some parents are involved in these topics as they come in to talk to children about their role as a doctor.

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

Children benefit from a committed and well-qualified staff team. There is very little staff turn-over with the majority of staff having worked within this provision for a number of years. The impact is that staff are extremely happy in their roles and they feel well supported by the management team. Staff say that they value the good opportunities they have to engage in further training to improve their professional knowledge and skills. This positive attitude to learning is clearly reflected in the good quality learning experiences that are initiated with children in the provision. The manager and the proprietor of the nursery have an open-door policy for staff and parents. They have a good knowledge and understanding of the learning and development requirements as they closely monitor the quality of planning and assessment systems. The manager and deputy conduct regular observations of practice within the rooms and encourage staff to video each other to observe practice and look at ways of improving experiences for children. These reflective practices support continuous improvement within the provision.

Staff have a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust recruitment and vetting procedures in place to help ensure that staff have the required skills and are suitable to work with children. Staff are confident to discuss their knowledge of safeguarding children procedures and what they would do if they were concerned about any of the children's welfare. There is easy access to safeguarding policies and procedures which are displayed for both staff and parents within the nursery. Staff are familiar with the allegations against staff policy and why this procedure must be followed to keep children safe.

The proprietor and senior managers within the provision demonstrate a commitment to promoting good quality care and learning experiences for children. All staff, children and parents are encouraged to engage in self-evaluation systems so that everyone has a voice. Parents are encouraged to engage in regular surveys to gain their opinions on all sorts of important agendas including the food offered in the nursery. Discussions with parents demonstrate that they feel fully included in their children's experiences and say that 'staff are really good listeners, they are helpful and respond quickly to specific

requests'. Parents also comment on the good quality newsletters that they receive which gives them an overview of what is happening in the nursery and where appropriate how they can be involved. Children too are consulted on what they would like to see happen to improve their experiences. Following a recent questionnaire it was apparent that a large majority of children wanted more ride on toys to use in the garden. This was reviewed in line with the budget and their wishes were met.

There are effective systems in place to work in partnership with outside professionals such as the local authority to further develop quality practices. There are also good links with external agencies to support children with special educational needs and/or disabilities even though there are no current children requiring this attention. The provision has also established valuable partnerships with the local schools which help to support smooth transitions for children attending school nursery and also for when they move onto mainstream school.

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 action. 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	EY284903
Local authority	Barnet
Inspection number	908559
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	68
Number of children on roll	85
Name of provider	Scribbles Nursery Ltd.
Date of previous inspection	11/11/2009
Telephone number	0208 883 8546

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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, which are usually the childminder's 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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