

Scribbles Pre-School

The Small Village Hall, High Street, Leigh, Tonbridge, Kent, TN11 8RL

Inspection date

Previous inspection date

14/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide a good range of interesting, stimulating activities. They encourage children's decision-making skills by enabling children to access learning opportunities indoors and outside.
- Staff clearly understand children's individual needs and plan a good balance of child-initiated and adult-led activities.
- Partnerships with parents and others agencies are good. This helps to ensure that children are given good levels of support to meet their individual needs and that parents are fully informed in their children's learning.
- Staff work hard to provide a setting that is evolving to improve outcomes for children.

It is not yet outstanding because

- Staff do not teach children to recognise numerals in everyday routines and activities, limiting their mathematical development.
- Some areas within the pre-school do not invite children to play, such as the book area.

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 looked at a selection of documentation, including key policies to support the safety of the children and children's learning and development records.
- The inspector spent time observing staff and the children in the main room and in the outdoor area.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector and manager undertook a joint observation.
- Four parents were interviewed and their views taken into account.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

Scribble re-school registered in 2013. It is privately owned and operates from a village hall in the village of Leigh near Tonbridge, Kent. The pre-school is open Monday to Friday from 9am to 12 noon. There is a lunch club on a Monday, Tuesday and Wednesday until 1pm, during term time only. There is an enclosed area for outdoor play. The pre-school is registered on the Early Years Register. There are currently 24 children in the early years age group. Children attend for a variety of sessions. The pre-school is in receipt of funding for the provision of free early education to children aged three and four-year-olds. The setting supports children with special educational needs and/or disabilities and with English as an additional language. There are four members of staff. Of these, three hold a recognised early years qualification at National Vocational Qualification level 3 or above.

What the setting needs to do to improve further

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

- improve opportunities for children to recognise numerals in everyday routines, activities and resources
- create an attractive and comfortable book area where children and adults can enjoy books together.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to plan activities and opportunities to cover all areas of learning, both indoors and outdoors. Staff regularly observe children to monitor their progress and plan to support their individual needs. Staff complete the progress check for two year olds to ensure children are progressing at the expected age and stage of development. Parents are fully involved in this process, providing contributions to children's learning journeys in partnership with the key person. As a result, children make good progress in their learning and development. Staff encourage the children to listen, talk and think about what they have heard to help them develop good communication skills. Although the book area is adequately stocked, it is poorly presented and is used very infrequently by the children. Consequently, the staff do not use every opportunity to introduce children to books and promote their interest in reading.

Children enjoy daily free-flow activities from indoors to outside, engaging in activities to promote their large physical skills, such as riding on bikes with skill and control. Staff understand the importance of developing children's physical skills and ensure that they meet the needs of children of all ages. Children have good hand and eye co-ordination as they use chalk, pens, and paint with water on the walls outside. Staff ask appropriate questions and give children the opportunity to reply. They show interest in what children are saying and often repeat the sentence back to the child to confirm their understanding. Staff provide activities and resources connected to children's interests, such as making mash potato to feed the dolls. They then extend children's knowledge as they provide additional activities that are connected to their interests; for example, filling the baby bath with water to wash the dolls. The children laugh with delight as they wash the dolls.

Children are beginning to use some mathematical language in their play as they talk about the big trucks and the small baby doll. They learn about shapes through stencils, mathematical resources and books. However, staff do not teach children to recognise numerals in the environment or during practical activities. All children are fully included into the setting, with key people knowing them particularly well. This enables the key person to accurately individual educational plans, involving the parents to meet individual children's needs.

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

Children arrive with great enthusiasm and are confident as they place their personal belongings with their named badge. Staff develop children's independence skills well because they ensure they can easily choose from the wide range of resources and materials stored in cupboards around the hall. Each child's key person develops a strong relationship with parents and regularly informs them of their children's progress. As a result, children make good progress in their personal, social and emotional development.

All children learn the importance of keeping themselves safe. For example, children talk about wearing coats and wellies in the garden so they do not slip on the pavement. They use a range of tools and resources safely, such as scissors and wheeled toys. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building. Older children explain exactly what happens during a drill, demonstrating a clear understanding of the safety procedures in the event of an emergency.

Children learn about healthy eating from an early age through discussion and daily routines. The pre-school has a healthy eating policy which they share with parents. As a result, children have a healthy packed lunch. Children play outside every day and have many opportunities to practise their physical skills. They ride wheeled toys with ease, and run and climb as they recognise their own physical abilities. All children behave well and develop a clear understanding of right and wrong from an early age because staff set clear rules and boundaries.

The pre-school staff build strong partnerships with parents. They talk to the children about what to expect when they go to school and visits from the reception teacher help to

reassure children at this time of change. Parents visit the pre-school and have access to their children's records on request. Parents talk to the key people or the manager and are encouraged to share what they know about their children's learning and development. Parents have many opportunities to contribute to their children's learning in the pre-school. They also receive newsletters and can see the policies and procedures at all times.

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

There are effective arrangements in place to implement the requirements of the Early Years Foundation Stage framework. The manager has robust recruitment processes, supervision and efficient appraisals in place. Staff understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. They attend training to increase their understanding of safeguarding procedures and their roles and responsibilities. Comprehensive risk assessments, accidents and medication forms are accurately recorded to help safeguard children's welfare.

Staff reflect on their practice and appropriate changes are made as a result. They have a clear drive for positive improvement to enhance the provision for children. The manager and staff work well together as a team, creating a welcoming environment. Staff liaise with parents and gather their views through questionnaires and use this information to help plan their improvements. They share details of the improvements with parents through newsletters so parents see how their views have a positive impact on the care and learning provided for their children.

Parents are enthusiastic about the provision and describe staff as very easy to approach, saying how much they trust them. Parents feel their children are well supported and that staff take time to get to know them. Parents are familiar with their children's development and progress as they receive regular verbal feedback from staff as well as a written report. Staff actively engage parents in supporting their child's learning at home and contributing to the assessment processes.. Communication with other providers delivering the Early Years Foundation Stage for particular children takes place regularly. This helps ensure that shared information enables the continuity of children's learning and care. Staff encourage local schools to visit to share information, to help make the move to school easier for children.

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	EY459452
Local authority	Kent
Inspection number	911861
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	24
Name of provider	Jessica Louise Green
Date of previous inspection	not applicable
Telephone number	07545 181325

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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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