

Scribbles Day Nursery (Gorleston) Ltd

217 High Street, Gorleston, Great Yarmouth, NR31 6RR

Inspection date	25/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- A rich learning environment, especially indoors, creates a wide range of exciting opportunities for all children. This means that children are keen, enthusiastic confident learners.
- Staff effectively plan and provide suitably challenging activities based on accurate and precise assessments of children.
- All staff fully understand their role in safeguarding children. They provide a high quality nursery which is welcoming, safe and stimulating. All necessary steps are taken to protect children's welfare.
- Good leadership ensures that professional development enables practitioners to improve their knowledge, understanding and practice. Strong team work and partnerships with parents and other agencies contribute to driving improvements in the nursery provision for all children.

It is not yet outstanding because

- Monitoring systems are not fully embedded, for example, by introducing peer observations to further enhance the already strong teaching and learning that exists.
- Outdoor resources are not always easily accessible to children to promote their independent choice to the maximum potential.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a tour of the setting.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector met with staff and spoke to parents and children.
- The inspector looked at children's assessment records, planning and a range of other documentation, and verified qualifications and staff suitability checks.

Inspector

Caroline Clarke

Full report

Information about the setting

Scribbles Day Nursery (Gorleston) Ltd was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Gorleston, Norfolk and is privately owned and managed. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 17 members of staff, all of whom hold appropriate early years qualifications at level 2 and above. All managers hold degree qualifications. The nursery opens Monday to Friday all year round, excluding Bank Holidays. Sessions are from 8am until 6pm. There are currently 71 children on roll, who attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It provides support for children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- embed the use of peer observations to further enhance the already proficient teaching and good progress that children make
- increase opportunities for children's independent choice outdoors by making all resources more easily accessible.

Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements. They provide a broad range of interesting and challenging experiences for children that meet their individual needs well. They collect detailed learning and development information from parents when children first join the nursery. This is used effectively on entry to inform assessments and to immediately support children's individual learning. The quality of teaching is consistently good and staff skilfully engage children in activities that enable them to learn and make consistently good progress. For example, as one child undresses the baby dolls, she is encouraged to count the buttons on the cardigan, which she does with confidence, pointing and saying the numbers up to four. The child takes part enthusiastically in the activity and uses mathematical vocabulary, such as 'big', 'little', 'bigger' and 'smaller', to describe her clothes and those of the doll. As a result, children enhance their early mathematical skills and develop positive dispositions for learning. Staff support all children very well as they play. They sit alongside them, at their level, and help and encourage them in their activities, letting children lead. This enables children to make decisions in their play and to confidently explore their

environment. As a result, children are happy and engaged in activities for prolonged periods of time. Children enjoy using books and have opportunities to freely access these from the cosy and attractive reading areas, both indoors and outside. Their language is developing well and all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, are making good progress.

The environment is well resourced and set out into purposeful, attractive and engaging learning spaces. Stimulating materials and natural objects, such as, logs, shells, woven mats, fabric samples and magnifying glasses, encourage exploration and investigation and widen children's knowledge of the natural world. Children use the outdoor space well and ride wheeled vehicles, climb and slide, which promotes their large physical development. Children are provided with a wide range of experiences to develop their small physical skills. For example, they enjoy mark making, which also helps to develop their early writing skills. They participate in a wide range of sensory activities, such as making and using play dough, feeling jelly and digging in compost. They enjoy books, playing in the playhouse, making music and using the water trays and other trays for a variety of activities. Children also enjoy growing and caring for their own vegetables, which promotes their understanding of caring for living things and the origin of certain foods. However, although the children use resources well, there is scope to further develop the outdoor area by organising the storage of resources more effectively to enable children to make more independent choices. In spite of this, children make good progress in all areas of their learning and development, based on their starting points. They gain a wide range of skills necessary for their next stage in their learning, including school, when the time comes.

Children have learning journals that contain detailed information about their progress towards the Early Learning Goals. This includes information collected from the parents on entry to the setting, examples of children's work, photographs and observations. Each child's progress against the seven areas of learning and development is clearly tracked against age-related expectations. Staff also record an achievement summary for each child covering all areas of learning. Observations are used effectively by staff to plan next steps in learning. Parents enjoy using the daily diaries. This means that there is shared knowledge about children, and a detailed picture of each child's learning and development is obtained.

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

Staff place a strong emphasis on supporting children's emotional and physical well-being. Highly effective settling-in procedures and a well-established key-person system help children to settle quickly. Parents are consulted with well and are involved in the decisions that are made about their child. Staff gather information about children's home routines and care needs, and discuss these regularly with parents as they change. As a result, all children are confident, happy learners who settle quickly to their activities and mix well with the other children. Children learn to make friendships and to cooperate well with each other. Staff support children effectively with understanding their expectations so they know what acceptable behaviour looks like in the nursery. All staff are consistent in their

approach towards positive behaviour management, which helps children to feel emotionally secure and develop a strong sense of belonging. Children are praised for good behaviour and are reminded of expectations on a regular basis. For example, children are reminded about the importance of sharing, taking turns and being kind to each other. Children are equally well supported emotionally when they leave the nursery and move on to school. Strong and effective partnership working takes place between the reception teachers at local schools and the nursery staff. This results in children being confident and prepared for the next stage in their learning.

Resources are accessible to children and some are clearly labelled, encouraging children to make independent choices. Independence is also promoted at mealtimes, when children wash their own hands, pour their own drinks, pass around food and wash up after themselves. As a result, they develop good self-care skills and are developing a growing sense of responsibility. They develop a good understanding of the importance of adopting a healthy lifestyle by being provided with healthy and nutritious meals and supplementary snacks. Children learn to make healthy choices and to understand which foods are good for them. For example, staff talk to children about the fruits and cereals shared at breakfast time and encourage them to drink water or milk. Children have daily opportunities to run about in the fresh air in order to promote their physical well-being and enable them to learn how to assess and manage risks safely. For example, children are encouraged to climb, use the slides, ride vehicles and take dolls for walks outside. Children demonstrate safe practices as they play, for example, looking out for other children around them as they use the slide, climbing frame and ride-on vehicles.

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

The managers and staff create a high quality nursery that is welcoming, stimulating and safe. Managers ensure that staff have a good understanding of policies and procedures in relation to safeguarding and complete mandatory safeguarding training. Policies and procedures are made available to parents to ensure that they are fully informed of how the nursery is organised to ensure the safety of their children. Risk assessments are completed throughout all areas of the nursery and effective safety measures are in place to minimise risks to children. Staff have first-aid qualifications, which enables them to deal with minor accidents and injuries should they occur. All required documentation is comprehensively maintained and stored securely to ensure confidentiality. Recruitment procedures are robust and ensure that appointed staff have the necessary qualifications, skills and experience to work with children. All staff are subject to rigorous checks to ensure their suitability to work with children. The premises is secure, indoors and outdoors, to prevent unauthorised access to the nursery, and children are supervised at all times with correct adult-to-child ratios adhered to.

Induction arrangements are in place for staff, and ongoing staff development is encouraged. A regular timetable of varied training opportunities has a positive impact on staff's knowledge. For example, staff have recently attended a course on 'Every Child a Talker'. They are enthusiastically using ideas from this to track individual children's progress in speech and language and to strengthen their own communication skills as a

staff team. Managers evaluate the quality of practice and provision taking into account the views of staff, children and parents. They have identified areas for development through detailed self-evaluation and the formulation of a development plan. The managers are fully committed to creating, maintaining and improving the nursery so that it meets the highest standards and offers the best experience for children. All staff use their skills and expertise well to support the learning and development of all children, regardless of their age or ability. Staff feel supported by the management and are helped to improve their knowledge, understanding and skills. Managers have a good understanding of their role in the monitoring of the delivery of educational programmes, and this is mostly effective. However, consideration has not yet been given to using peer observations to drive the quality of good teaching even higher. Staff mostly have a good overview of the effectiveness of continuous provision for children in the indoor and outdoor learning environments, but have not recognised the possibility of improving children's access to outdoor resources to further promote their independent choices. Assessment and planning documentation is very detailed and provides an accurate summary of children's abilities and progress.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. Good use is made of information provided by external agencies. For example, reports from health and educational professionals are used well by staff to plan individual targets for children with special educational needs and/or disabilities. Managers and staff share detailed information regarding children's needs, abilities and progress with other settings who provide shared care and education for children. Parents describe the nurturing, caring environment and empathy of the staff as key strengths of the setting. One parent said, 'All the staff are very kind, helpful, supportive and approachable'. Another parent commented, 'I am delighted with the nursery'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY473569
Local authority	Norfolk
Inspection number	953978
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	71
Name of provider	Scribbles Day Nursery (Gorleston) Ltd
Date of previous inspection	not applicable
Telephone number	07983 421749

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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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