

# Scribbles Day Nursery

Throwgood House, Vicarage Road (West), North Weald, Essex, CM16 6AL



<b>Inspection date</b>	7 July 2015
Previous inspection date	13 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The setting provides a rich learning environment and offers a wide range of exciting opportunities for all children. They have access to the outside area in all weathers, which enhances children's development across all areas of learning. Consequently, children are enthusiastic learners who are keen to explore and investigate.
- Children's personal, social and emotional development are promoted well through regular praise and encouragement. Children make strong bonds and attachments with staff and their peers and demonstrate that they are happy and settled.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.
- Staff work effectively as a team. They are well deployed, indoors and outside, ensuring children's safety and supporting them in their play and learning.

### It is not yet outstanding because:

- Not all staff give children time to think about their responses to questions that they are asked.
- Occasionally, the monitoring of some assessments does not fully reflect the range of groups of children attending the setting.

## What the setting needs to do to improve further

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

- give children sufficient time to consider their responses to probing questions as they develop their thinking skills, language and vocabularies
- enhance the already good monitoring of children's assessments to precisely track the progress of a range of different groups, in order to ensure that interventions can be targeted more effectively.

### Inspection activities

- The inspector observed activities in the pre-school and talked with staff.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the provider's self-evaluation form.

### Inspector

Clair Stockings

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know children extremely well because they meet with them and their parents when they first start at the setting. They gather information to help children settle in quickly. Staff regularly observe children and effectively use the information gained to plan individual next steps for each child's learning. Children enjoy both leading their own play and taking part in activities that are guided by adults. The quality of staff interaction with children is strong. They talk to children and use probing questioning to extend their communication and language skills. However, occasionally staff that are less experienced pose questions but do not wait for the children's responses. Children are not fully supported in developing their thinking skills as they consider their replies. Staff skilfully extend children's learning as they introduce simple mathematical concepts during activities. For example, while playing with spray foam, staff encourage children to talk about the shape and compare the sizes of the marks they make. As a result, children's early mathematical development is enhanced and they are gaining skills that help to prepare them for their next stage in learning.

### **The contribution of the early years provision to the well-being of children is good**

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. At snack time, staff promote children's emerging independence skills as they support them to pour their own drinks and make their selection from the snacks offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Staff are very good role models and, consequently, children behave well. They respond to the staff's gentle reminders about the boundaries that are in place for their safety and behaviour. As a result, staff support children's emotional readiness for their future move to school.

### **The effectiveness of the leadership and management of the early years provision is good**

The provider and staff have a good knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. Secure arrangements are in place for the recruitment of staff and all are vetted to ensure they are safe to care for children. The manager and staff team demonstrate a commitment to the continual development of the whole provision and continue to identify priorities for improvement. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend relevant courses and gain additional qualifications to further promote effective outcomes for children. The manager monitors educational programmes effectively for individual children. However, she is only just starting to consider the varying learning styles of groups of children, such as the progression of funded two-year-olds or children who speak English as an additional language, and how this may have an impact on planning and securing precise intervention.

## Setting details

<b>Unique reference number</b>	EY421378
<b>Local authority</b>	Essex
<b>Inspection number</b>	852211
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Lesley Carole Seville
<b>Date of previous inspection</b>	13 October 2011
<b>Telephone number</b>	01992 523846

Scribbles Day Nursery was registered in 2011. The nursery opens weekdays from 7am until 6pm all year round, except for bank holidays. The nursery employs 11 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3.

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