

# Scribblez Day Nursery

10 Grace Road, Marsh Barton, Exeter, EX2 8PU



## Inspection date

13 June 2018

Previous inspection date

8 January 2018

| The quality and standards of the early years provision | This inspection:     | Good       | 2 |
|--|----------------------|------------|---|
|  | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management         |                      | Good       | 2 |
| Quality of teaching, learning and assessment           |                      | Good       | 2 |
| Personal development, behaviour and welfare            |                      | Good       | 2 |
| Outcomes for children                                  |                      | Good       | 2 |

## Summary of key findings for parents

### This provision is good

- The provider has made significant improvements since the last inspection to achieve good-quality outcomes for children. All children now have a key person to support their needs and strengthen relationships with parents. Most staff have now completed an appropriate paediatric first-aid course. All staff have a suitable understanding of the 'Prevent' duty and how this helps to safeguard children.
- Children make good progress in learning. The manager's recently developed system of tracking helps her to identify more accurately any gaps in learning for groups of children and individuals, which staff address in the planning process. Staff use their good observations effectively to assess children's ongoing progress from their starting points.
- Children of all ages are confident, their self-esteem is good and they show they feel emotionally secure. Older children understand how to resolve differences for themselves. Babies have strong bonds with staff and seek comfort when they feel tired.

### It is not yet outstanding because:

- Staff do not have an effective system in place to share information about children's learning with other early years settings they attend to ensure consistency in planning.
- Staff do not consistently give babies and toddlers enough time to think and respond. For example, when staff asked children to pass the carrots and other vegetables, they did not give them time to consider the request before putting the vegetables in the basket themselves.

## What the setting needs to do to improve further

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

- improve the effectiveness of systems to share information about children's learning with other early years settings they attend
- make sure babies and toddlers have the time they need to respond to questions and interactions.

### Inspection activities

- The inspectors observed children and staff engaged in learning activities in each room and outside.
- The lead inspector and the manager conducted a joint observation of an activity in the baby room.
- The inspectors talked to parents, staff and children. They had regular meetings with the provider and the manager to discuss improvements and the impact of these on children.
- The inspectors sampled required documentation, including safeguarding procedures and children's progress records.
- The inspectors talked to the provider, manager and staff about their understanding of how to safeguard children.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and manager provide good support to staff and encourage them to develop their skills. They monitor the impact of staff training on children's learning as part of the self-evaluation process. Staff are enthusiastic and talk about how they apply new knowledge to improve children's learning. For example, training to develop their skills in managing children's behaviour has increased their understanding of the possible causes of behavioural issues. Staff quickly notice when children struggle and intervene to help them resolve problems for themselves. Safeguarding is effective. All staff, including those who do not work directly with children, have a thorough understanding of safeguarding and child protection procedures and what to do to report any concerns.

### Quality of teaching, learning and assessment is good

Staff use their good observations and assessments to plan activities that, overall, challenge children well and help them make progress. Children are keen learners. Staff keep them engaged and interested effectively. For example, staff use musical instruments well to gain and focus babies' and toddlers' attention in a singing activity. They thoroughly enjoy making and listening to the different sounds. Staff encourage children in pre-school to use their knowledge of mathematics to make, identify and sort shapes. Children predict how often they need to prime the water pump to fill the different sized containers. Staff organise the outdoor space well to make sure children who prefer to learn outside can access resources that encourage learning in all areas. For example, two-year-old children copied staff chalking shapes on the ground, developing their early writing skills and demonstrating their knowledge of shapes. Staff keep parents well informed about their children's learning and involve them effectively.

### Personal development, behaviour and welfare are good

Children enjoy being active. For example, older children were well coordinated and concentrated hard as they played tennis together, and younger children energetically played hopscotch together. Children are independent and helpful. For example, older children help to sweep up after lunch, and babies carefully put the bricks in the box.

### Outcomes for children are good

Children learn good skills to prepare them well for their next stage in learning. They are confident and ready to move on to the next room as they progress through the nursery, from the baby room through to pre-school. For example, babies and toddlers have plenty of time to get to know new surroundings and staff. Older children talk confidently about their feelings regarding starting school soon. The achievement gaps in speech and language for most children learning English as an additional language close before they start school.

## Setting details

|  |                               |
|--|-------------------------------|
| <b>Unique reference number</b>                   | EY427734                      |
| <b>Local authority</b>                           | Devon                         |
| <b>Inspection number</b>                         | 1122000                       |
| <b>Type of provision</b>                         | Full-time provision           |
| <b>Day care type</b>                             | Childcare - Non-Domestic      |
| <b>Registers</b>                                 | Early Years Register          |
| <b>Age range of children</b>                     | 0 - 4                         |
| <b>Total number of places</b>                    | 100                           |
| <b>Number of children on roll</b>                | 123                           |
| <b>Name of registered person</b>                 | Scribblez Day Nursery Limited |
| <b>Registered person unique reference number</b> | RP535396                      |
| <b>Date of previous inspection</b>               | 8 January 2018                |
| <b>Telephone number</b>                          | 01392 278 674                 |

Scribblez Day Nursery registered in 2011 and is privately owned. It operates from a converted building on the edge of Marsh Barton Industrial Estate, Exeter. The nursery opens each weekday from 7.45am until 6pm, for 51 weeks of the year. It is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery follows a Montessori approach. The owner holds a level 4 early years qualification. He employs 28 staff to work with children. Of these, 21 hold appropriate qualifications at level 3 or above, including one with qualified teacher status and one who is a qualified Montessori teacher.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

