

# Scribbles Day Nursery

30 Bensham Manor Road, THORNTON HEATH, Surrey CR7 7AA



<b>Inspection date</b>	29 August 2018
Previous inspection date	4 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- The manager does not provide all staff with targeted support to ensure they deliver good-quality teaching consistently. She has not identified that staff do not carry out the progress check for all children aged between two and three years old, as required.
- Staff have not fully developed effective systems for observing and assessing children's learning to make sure they consistently make good progress.
- At times, staff do not adapt their teaching to support all children effectively, particularly for younger children and those who need more support. As a result, not all children make the progress of which they are capable.
- The manager has not yet developed an effective self-evaluation process to identify and address all weaknesses in nursery practice.

### It has the following strengths

- Staff form close relationships with the children. They are positive role models and provide children with reassurance and support. Children show they feel safe and secure.
- Children behave appropriately. For example, they use kind words, such as 'please' to ask for things. Children show respect for others and learn to manage their feelings well.
- Children have many opportunities to develop their imaginations and creative skills. They enjoy role play and dressing up. Boys and girls have a wonderful time playing together.
- Staff have regard to children's safety. For instance, they follow suitable security arrangements and check the premises regularly. Staff supervise children well.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the effectiveness of staff supervision to provide targeted support and coaching to raise the quality of teaching to a consistently good level	24/09/2018
develop knowledge of, and complete, progress checks for all children aged between two and three years	24/09/2018
develop effective systems for observations and assessments and use this information effectively to plan suitably challenging activities for all children to help them make good progress.	24/09/2018

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

- support younger children and those who need it consistently to ensure they make the most of all learning experiences, particularly during adult-led activities
- evaluate the quality of the provision rigorously to identify all areas that require improvement and improve outcomes for all children.

### Inspection activities

- The inspector observed the quality of teaching during indoor activities. She spoke with staff and interacted with children at appropriate times.
- The inspector sampled documents. These related to staff suitability and qualifications, safeguarding procedures, accident records, risk assessment procedures and children's learning records.
- The inspector discussed with the nursery manager how she evaluates the provision and targets areas for improvement.
- The inspector spoke with parents during the inspection to gain their views about the nursery.
- The inspector carried out a joint observation with the nursery manager.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of leadership and management requires improvement

Self-evaluation is not rigorous enough. The manager has failed to identify that staff do not complete the progress check for all children aged between two and three years to help identify all gaps in their learning quickly. She does not offer all staff targeted supervision and coaching to secure good-quality standards in teaching. Nonetheless, she provides staff with some opportunities for professional development. For example, following training, staff have improved their skills and practice that enable them to support children's independence skills more effectively. They have also completed training recently to keep their knowledge of child protection issues up to date. Safeguarding is effective. The manager ensures that there are sufficient qualified staff to deploy and supervise children at all times. She follows suitable recruitment and vetting procedures to help check staff's suitability. The manager and staff have a secure understanding of what to do should they have any concerns for a child's welfare.

### Quality of teaching, learning and assessment requires improvement

Teaching is not consistently strong because staff do not have an accurate picture of what children know and can do. For example, during a planned activity staff miss opportunities to suitably challenge children's ideas to fully extend their learning. Some children find the activity either too easy or too difficult and quickly lose interest. This limits the progress children make. However, staff listen to and ask children age-appropriate questions during spontaneous play to help develop their language and listening skills. Older children share their thoughts and views articulately and can explain what they want to do next. Staff provide children with interesting toys and resources to help develop their sensory and early mathematical skills.

### Personal development, behaviour and welfare require improvement

The weaknesses in leadership and teaching do not sufficiently support children's personal development. For example, at times, such as during circle time, staff do not interact as well with younger children and those who need more support. As a result, children become disengaged and restless. This affects children's overall levels of engagement and enjoyment. However, parents comment that they are happy with the service that they and their children receive. They find staff kind, gentle and caring.

### Outcomes for children require improvement

Children do not gain all the skills that they need for their future learning, including their move on to school. At times, the activities on offer do not provide children with the right levels of challenge to motivate them to learn. Some activities are either too easy or too difficult for their age and stage of development. Despite this, children enjoy activities, such as moving and dancing, which helps to develop their physical skills. Older children develop a keen interest in literacy, writing and drawing independently and confidently.

## Setting details

<b>Unique reference number</b>	124896
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10062343
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Machell-Smith, Carol
<b>Registered person unique reference number</b>	RP511685
<b>Date of previous inspection</b>	4 May 2016
<b>Telephone number</b>	020 8405 0099

Scribbles Day Nursery registered in 2001. The nursery opens each weekday for 50 weeks of the year, from 8am to 6.30pm. It closes for one week at Christmas, a week during the summer and on public bank holidays. There are six staff who work with the children, including the manager. Of these, four hold appropriate early years qualifications at level 2 or level 3. The nursery receives funding to provide free early years education for children aged three and four years.

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.

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