

Inspection of Scribbles Pre-School Group Ltd - North Elmham

North Elmham Playgroup, Holt Road, North Elmham, DEREHAM, Norfolk NR20 5JS

Inspection date: 13 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they are happy and excited at this warm and welcoming community setting. They swiftly form strong bonds with the kind and affectionate staff. Parents and carers speak highly of the staff. They say that their children blossom over their time at the setting. All children, including those with special educational needs and/or disabilities (SEND), make progress. Staff work cooperatively with parents and specialist services when children need additional support. This ensures a joined-up approach to their care and learning.

Children spend much of their time outdoors in the large and stimulating garden. They have plenty of time to explore the things that interest them. Children grow in confidence to express their thoughts and ideas as staff listen carefully to them and engage them in delightful conversations. They learn excellent manners as staff consistently model friendly and considerate behaviours. Children develop compassion and responsibility as they help care for the animals in the setting. They play cooperatively together and share their learning and ideas, such as when they snuggle up together on the full-size sofa and discuss their plans for their day. Children develop a sense of security and belonging, which fosters a positive attitude to learning.

What does the early years setting do well and what does it need to do better?

- Leaders and managers have adopted a curriculum that is designed to teach children to become well-rounded citizens that are rooted in their community. For instance, children bring in or draw pictures of their home to add to a village map. They discuss with staff the village history and how it has changed over time. They learn that they are part of a wider society and how the people around them form a community.
- Staff use the children's experiences to teach them about the wider world. For example, they explore a globe to see where children have family or are going on holiday. They explore the currency and the culture of those countries together. This helps children to understand the diversity of the world around them.
- Children learn a range of skills as they grow vegetables and propagate houseplants. They use their produce in cooking activities and learn about money as they sell their surplus plants and produce. Children choose with staff how they will spend their earnings. This teaches them important lessons that will help to prepare them for later life.
- Staff share books and stories with children regularly. Books are strategically placed in all areas of the setting to enhance children's learning. Children hear new vocabulary as they discuss the stories and learn that books are enjoyable and informative.
- Leaders and managers plan to teach children mathematical skills and language

through playful interactions. Staff use rugs and blankets with square patterns to explore number patterns with children, and logs and wooden blocks to support counting. Staff introduce mathematical language frequently as they engage with children. Children learn important mathematical skills and language as they play.

- Children have plenty of opportunities to develop their physical skills. They challenge themselves to jump off tractor tyres and climb on the pirate ship to develop their large muscles. They snip off herbs and leaves from bushes and mix these into their 'cooking' in the woodland kitchen. They develop the hand control that they will need for later writing.
- Leaders and managers have a clear vision of what they want children to learn through their imaginative curriculum. Occasionally, staff do not implement the intended curriculum to the highest possible level. For example, they do not always swiftly provide newer children with the help they need to engage constructively with the activities on offer. This indicates that the monitoring of the curriculum does not fully identify areas for development.
- Although leaders and managers work diligently to ensure a joined-up approach with parents of children with SEND, they have identified that some parents find the electronic communication systems challenging. Leaders and managers have not yet implemented measures to address these challenges and fully engage all parents. This risks missing valuable information that might be helpful in promoting some children's best outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs that a child may be at risk of harm. They know how to report concerns, including what to do if they have concerns about someone working with children. Staff have undertaken training to improve their knowledge of wider safeguarding issues, such as the risk of children becoming radicalised. Leaders and managers have a strong focus on safeguarding and are committed to working with local safeguarding partners. Safeguarding themes are explored at regular staff meetings. Recruitment processes are robust and leaders and managers regularly check the continued suitability of staff to work with children.

What does the setting need to do to improve?

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

- refine monitoring and support for staff to be able to fully identify areas for development that will improve the consistency of the delivery of the intended curriculum
- build on partnerships with parents to ensure that all parents are supported to fully contribute to their children's learning and development.

Setting details

Unique reference number	2558535
Local authority	Norfolk
Inspection number	10215823
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	32
Number of children on roll	37
Name of registered person	Scribbles Pre-School Group Limited
Registered person unique reference number	RP534527
Telephone number	01362686891
Date of previous inspection	Not applicable

Information about this early years setting

Scribbles Pre-School Group Ltd - North Elmham opened in September 2019. It operates from the grounds of North Elmham CEVA Primary School in Norfolk. It operates from 7am to 5pm, Monday to Friday, all year round, and provides funded early education for two- and three-year-old children. There are five members of staff. One holds a qualification at level 2 and three hold qualifications at level 3 or above. The setting also provides before- and after-school care for primary school-age children.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection 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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