

Inspection of Scribblez Day Nursery

10 Grace Road, Marsh Barton, Exeter EX2 8PU

Inspection date: 16 June 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management mean that children's welfare is compromised. Leaders do not monitor all aspects of the provision sufficiently and recruitment procedures are not robust to ensure staff are suitable to fulfil their roles.

Toddlers enjoy playing with musical instruments, such as maracas and bells, and begin to follow some actions of favourite songs. They show anticipation and delight as they hold their arms out wide and clap their hands to make a pretend bubble go 'pop'. Babies begin to initiate their own play, such as to put small-world resources in and out of a doll's house, or push the toy trains and cars back and forth.

Pre-school children develop their understanding of the world well. For example, they are keen to tell staff about different insects and confidently name stag beetles and bumble bees from pictures. They know that dragon flies like to be near water. However, staff do not provide a purposeful curriculum to consistently support all children's individual learning needs as well as possible. At times, such as during outdoor play, the babies wander around or sit on ride-on toys with limited input from staff. The babies and toddlers enjoy their singing and story sessions, but some activities, such as painting or sticking, lack challenge for their individual skills and do not motivate their interest consistently well. This does not help them develop positive attitudes to learning. Nevertheless, staff are friendly and caring and children respond positively to them. Babies and toddlers go easily to staff for reassurance and cuddles and enjoy their gentle humour. They recognise the daily routines and settle comfortably for a sleep. Children interact well with their friends and learn to be kind to others.

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

- Leaders do not ensure that staff who have not yet been vetted are not left unsupervised with children. At times, these staff manage children's personal care. This does not promote children's safety.
- Staff plan purposeful activities for the older children that help to motivate their natural interest and curiosity in learning. For example, the older children develop their early mathematical understanding and begin to solve simple practical problems. They concentrate well to work out which is the longest of a set of graduated wooden rods, and consider how to place these to form a spiral shape. They enjoy activities that help them find out more about their bodies and learn new words, such as 'triceps, biceps and muscles'.
- Leaders do not monitor staff practice well enough to identify weaknesses in the quality of education, which leaves teaching variable across the nursery, particularly in the baby and toddler rooms. The younger children do not always

have consistent staff caring for them. Leaders have not ensured that all staff working in these rooms are aware of some children's next steps of development, meaning they are not able to support them to make the best possible progress. In addition, leaders do not liaise well enough with other settings children attend, to ensure they provide a consistent approach for their learning needs.

- Staff praise children often for their achievements and use positive reinforcement to help them understand expectations. They support all children to sit well at the table to eat their meals. Older children show kindness to others. For example, they see staff carrying toys and say, 'Would you like some help?'
- Staff support children's early literacy skills well, overall. Toddlers listen to a favourite story and begin to recognise and say the last word of a rhyming sentence. Older children are keen to express their views and eagerly think of words beginning with the initial letter of their name. They say, 'p is for pig', and 'd is for daddy'. Older children like 'writing' and form recognisable letter shapes.
- Parents speak highly of the staff and nursery. They say their children are happy and like going to the nursery. Parents comment that staff keep them informed of their children's day and activities, also of any changes and events in the nursery. Parents say staff kept in contact with them during the COVID-19 pandemic and have followed clear procedures to help keep their children safe on re-opening.
- Leaders and staff are keen to develop the provision offered to support children's needs. For example, they have recently renovated the garden play area to provide more opportunities for children to develop their physical skills. Older children have particularly benefitted and enjoy balancing as they walk across the wobbly bridge or when climbing up the ramp to the large wooden castle.
- Children benefit from a well-balanced menu of healthy meals that meet their individual dietary needs. Staff talk with the older children about a food triangle and help them learn about which foods are healthier than others. Babies begin to use a cup without a lid to support their early independence skills. Older children are quick to learn about keeping themselves and others safe. They learn to hold equipment such as the grading rods, pointing 'upwards to the sky' when carrying them.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have failed to implement robust vetting procedures. They have not taken up required checks, such as from the Disclosure and Barring Service (DBS) or ensured references, for example, from any previous employment, have been completed for all staff. They have not ensured the suitability of all staff to work with children. At times, unvetted staff work unsupervised with children, such as to change babies' nappies. Staff have an appropriate awareness of safeguarding issues. They know the procedures to follow in the event of any concerns arising about children's welfare. Leaders and staff complete risk assessments to minimise accidents. There are security systems fitted at the main entrance doors to prevent any unsupervised access.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement robust staff recruitment procedures to help assess the suitability of all adults working with the children	07/07/2022
ensure staff who have not yet been vetted are not left unsupervised with children	29/06/2022
improve arrangements for monitoring staff practice to ensure they are supporting all children's individual next steps of development consistently well, with particular regard to the younger children, and those who attend any other settings.	21/07/2022

Setting details

Unique reference number	EY427734
Local authority	Devon
Inspection number	10244023
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	69
Name of registered person	Scribblez Day Nursery Limited
Registered person unique reference number	RP535396
Telephone number	01392 278 674
Date of previous inspection	13 June 2018

Information about this early years setting

Scribblez Day Nursery registered in 2011 and is privately owned. It operates from a converted building on the 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 employs 16 staff to work with children. Of these, one holds qualified teacher status, and one is a qualified Montessori teacher, and six staff hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Mary Daniel

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager took the inspector on a tour of the setting and explained how the curriculum is delivered.
- The inspector and one of the deputy managers completed a joint observation and discussed the quality of teaching.
- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with staff.
- The inspector took the views of parents into account.
- The inspector viewed a sample of documentation, including qualifications, first-aid certificates and records of suitability for staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022