

# Inspection of Scribbles Pre-School Bawdeswell

Bawdeswell CP School, Bawdeswell, Dereham, Norfolk NR20 4RR

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Inspection date: 27 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from time outside being active. They explore the inviting outdoor area with confidence and independence. Activities help children to develop their small and large muscles. Babies throw balls and crawl through tunnels; they develop their balance as they clamber on soft-play equipment. Toddlers scoot along on trikes. Pre-school children jump, climb and chase each other.

Children are respectful towards each other. They know the daily routines and sit quietly to join in with 'good morning' songs. Babies play gently and share sponges as they wash pumpkins. Pre-school children take an active part in tidy-up time and are keen to put things back in the correct place. They say, 'that's all tidy now', when the job is finished. Staff are positive role models and make use of all opportunities to demonstrate good manners. They praise children saying: 'well done', which helps to support their self-esteem.

Staff treat all children with care and respect. Children show that they feel happy and secure. Babies crawl onto staff's laps for a cuddle. Toddlers sit closely with staff to look at books. Pre-school children involve staff in their play; for example, they play in the role-play cafe and ask staff what they would like to eat.

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

- Staff plan an exciting and varied curriculum using 'themed weeks'. Children are immersed in opportunities to learn about the world around them. Babies enjoy the feel of different types of pumpkins. Staff explain which are 'bumpy' and 'smooth'. Toddlers learn about hibernation. They carefully bury toy hedgehogs under leaves. Children benefit from sensory experiences. Older children explore scented tea bags and lavender in the 'woodland kitchen'.
- Staff promote children's communication and language. They narrate their play and take every opportunity to chat to children. Staff weave new vocabulary into their conversations. For example, children make 'cement' using soil and water. Staff describe the mixture as 'squelchy' and ask children what they think it feels like. Staff working with babies repeat key words and use familiar songs to support language development.
- Children are supported to develop their fine motor skills. They show control using hammers to bang golf tees into whole pumpkins. Toddlers use pincers to pick up lemon slices for their 'potion'. This helps to strengthen their muscles in readiness for writing.
- Staff keep children safe. They communicate children's ongoing care and needs using 'walkie-talkies'. Staff make regular checks of the premises and warn children of any potential dangers. For example, they remind children to have 'walking feet' in case recent rainfall has made ramps slippery.

- Children make good progress from their starting points. Leaders obtain information from parents during settling-in sessions to build up a picture of what children can already do. Ongoing assessments and observations are used to target any gaps in children's development.
- The manager recognises the impact of the COVID-19 pandemic on children's learning and development. She provided families with support when the setting closed during the pandemic. For example, she hand-delivered activity parcels for children.
- Staff are well supported. They enjoy working at the pre-school and are enthusiastic about their role. The manager places a high priority on staff well-being and training. She ensures staff are suitably trained and fully prepared to take on new roles.
- Partnerships with parents are strong. Parents report that their children are 'making great progress and love attending'. They say staff are 'wonderfully caring', and comment on 'how lucky they are to have found the pre-school'. Parents value the detailed feedback they receive via daily handovers and an online platform.
- Activities are stimulating and inviting. However, staff do not always consider ways in which children can sustain high levels of focus and engagement, especially in adult-led activities. Some children lose focus and wander off.
- Daily routines are not always managed effectively. For example, children wait for extended periods of time during snacktime. As a result, children's learning time is not fully maximised.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know how to identify and report concerns regarding the welfare of children or the behaviour of an adult. They show an awareness of issues that may affect the children in their care. This includes wider safeguarding concerns, such as female genital mutilation. The manager ensures that staff are suitably trained and have a working understanding of safeguarding. She regularly uses questioning techniques to 'test' this. Staff make ongoing, thorough checks of the premises. This helps to ensure the environment is safe for children to play in.

## **What does the setting need to do to improve?**

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

- strengthen teaching skills further to fully capture children's interest and curiosity, particularly during adult-led activities
- review the organisation of routines so that children's play and learning time is maximised.

## Setting details

<b>Unique reference number</b>	EY488372
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10233979
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Scribbles Pre-School Group Limited
<b>Registered person unique reference number</b>	RP534527
<b>Telephone number</b>	074479622341
<b>Date of previous inspection</b>	12 January 2017

## Information about this early years setting

Scribbles Pre-School Bawdeswell registered in 2015. It employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. It is open Monday to Friday, all year round, except bank holidays. Sessions run from 7.30am until 6pm. The pre-school provides early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views of the pre-school with the inspector.
- The manager provided the inspector with a sample of key documents on request.

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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