

Inspection of Scribblez Day Nursery

10 Grace Road, Marsh Barton, Exeter EX2 8PU

Inspection date:

8 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Staff do not have a secure understanding of how to identify and raise all safeguarding matters. They do not know the correct procedures to follow when children have minor accidents at the nursery. Leaders do not ensure that staff who hold first-aid training are nearby to be able to respond to any emergencies quickly. These breaches of requirements place children at risk of harm.

Leaders do not plan and implement a curriculum that takes account of what children know and what they need to learn next. Consequently, children are not sufficiently challenged or stimulated and do not make good enough progress in their learning. They spend their time wandering around and moving quickly from one toy to another.

Due to poor teaching, children do not engage in play and activities that prepare them for later learning, including school. Nonetheless, children feel settled and demonstrate that they feel comfortable with the friendly staff. For example, they cuddle into staff when looking at books with them; they listen to staff and follow their instructions, singing nursery rhymes spontaneously during their play. Children develop some social skills when they play alongside others in their self-chosen games.

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

- The provider does not work effectively with the managers to ensure that they understand and carry out their responsibilities successfully. Since the last inspection, there have been significant changes in a short period of time to the management, staff team and the organisation of children. This has had a detrimental impact on the consistency of practice and the leaders' ability to make and sustain improvements. There are now additional breaches of requirements. Records, such as proof that some staff hold paediatric first-aid training, were not available for the inspection.
- The arrangements for responding to accidents that happen at the nursery are not effective. Staff who hold valid paediatric first-aid training are in another part of the building, away from children and staff. This means that they are unable to respond quickly in the event of an emergency. Leaders have not considered how staff would seek help in the event of a child having an accident, and staff do not know how to administer first aid. Staff do not keep a written record of all accidents and injuries to children.
- The deployment of staff is poor. Staff do not inform each other when they leave a room to enable the remaining staff member to be aware of the need to supervise all the children. Staff do not notice when children have minor accidents and therefore do not record these incidents accurately. This does not

prioritise children's health needs, as parents are not given the correct information.

- The key-person system is not effective. The managers are the key persons for all children. However, they do not share information about the children with other staff members. Consequently, staff working with the children do not know them well enough and are unable to meet children's individual needs, particularly when the managers are not present at the nursery.
- Leaders do not plan and implement an ambitious and challenging curriculum. Children are content to make independent choices in their play throughout most of the session. However, due to the lack of stimulation, support and attention for their individual needs, they do not engage deeply enough in their play and the activities or develop a positive attitude to learning.
- Leaders do not monitor staff practice and do not provide targeted support and coaching. As a result, teaching is poor. Staff lack confidence and do not know how to safeguard children's welfare or help children to make progress in their learning. Staff plan adult-led activities and talk to children as they play but do not know the children well enough to be able to build on what the children know and can do.
- Staff do not assess children's stage of learning accurately or identify what skills and knowledge the children need to learn next, which hinders children's progress. This also means that staff are unable to provide parents with detailed information about children's development, to support their learning at home.
- Staff do not promote children's communication and language development effectively. Some children receive little attention from staff when they play, so they spend much of their time playing in silence. When staff do interact with children, they often narrate what the children are doing or ask simple questions that do not require a verbal response, so children receive little encouragement to speak. For example, they read to children for a large part of the session, which the children enjoy, but staff do not encourage the children to speak during this time.
- Additional support is not put in place to help children who are falling behind in their development. Leaders do not make arrangements for when the special educational needs coordinator (SENCo) is absent for long periods. Children's individual plans are not reviewed and updated regularly, including for children with special educational needs and/or disabilities (SEND). Staff do not recognise when children require additional support. The gaps in children's learning are not closing.
- Children are provided with healthy and nutritious food and drink throughout their day, and staff promote good hygiene routines.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not made sure that staff know how to escalate allegations and concerns about staff's conduct to the relevant agencies. Staff are not able to identify the signs of some aspects of safeguarding. Children's safety is further

compromised by leaders' failure to deploy staff trained in first aid effectively and to ensure that staff know how to seek help in the event of an emergency. Staff assess the nursery for hazards, such as checking that the indoor and outdoor play areas are secure before children use them.

What does the setting need to do to improve?

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

	Due date
ensure staff have sufficient knowledge and understanding of all aspects of safeguarding to enable them to recognise potential concerns about a child's welfare	02/12/2022
improve staff's understanding of the procedures to follow in the event of an allegation against a member of staff or concerns about their conduct in line with the local safeguarding partnership procedures	02/12/2022
improve the arrangements for administering first aid, including the deployment of staff who hold a valid paediatric first-aid certificate and staff's knowledge of how to seek emergency medical treatment	02/12/2022
ensure staff understand how and when to record information about accidents to children at the nursery, to provide parents with accurate information about any incidents	02/12/2022
improve the key-person system to enable staff who work with the children to meet their individual needs effectively	23/12/2022
improve the monitoring of staff practice and provide support and coaching for their professional development, to identify and address weaknesses in staff's knowledge and practice	23/12/2022

ensure that staff are deployed effectively to supervise children closely and provide good-quality care and education to meet the individual needs of all children	02/12/2022
ensure children who need additional support, including those with SEND, receive the help they need to make good progress in their learning and development	23/12/2022
ensure that parents are well informed about what their children are learning, to help them to support and extend children's learning at home	23/12/2022
ensure that relevant documentation is accessible and available for inspection, including staff's paediatric first-aid certificates	02/12/2022
improve the planning of the curriculum, to engage and stimulate children and build on what they know and can do	23/12/2022
improve assessment arrangements to ensure staff know about each child's learning and development, to help them to plan how to provide targeted support for children's needs	23/12/2022
improve staff's interactions with children to support and encourage all children to develop their communication and language.	23/12/2022

Setting details

Unique reference number	EY427734
Local authority	Devon
Inspection number	10247287
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	2 to 3
Total number of places	100
Number of children on roll	24
Name of registered person	Scribblez Day Nursery Limited
Registered person unique reference number	RP535396
Telephone number	01392 278 674
Date of previous inspection	16 June 2022

Information about this early years setting

Scribblez Day Nursery registered in 2011 and operates from a converted building on the Marsh Barton Industrial Estate in Exeter. The nursery opens each weekday, from 7.45am until 6pm, throughout the year. It offers free early years education for children aged two, three and four years. The nursery follows a Montessori approach. The owner employs five staff to work with children, including the manager. Of these, two staff hold relevant qualifications at level 2 or 3 and the manager holds a relevant degree-level qualification.

Information about this inspection

Inspectors

Sarah Madge
Bridget Copson

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- A manager and the inspectors completed a learning walk together, and the manager discussed the curriculum at the nursery.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with a manager about the leadership and management of the setting.
- An inspector carried out joint observations of group activities with a manager.
- The inspectors spoke with children during the inspection and took account of their views.

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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