

Inspection of Scribbles Pre-School Coopersale

Institute Hall, Institute Road, Coopersale, Essex CM16 7QY

Inspection date: 31 January 2023

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 arrive happy and keen to start their day at the pre-school. They are greeted by enthusiastic and caring staff, who know them well. Children are familiar with the routines. For example, they put away their lunch bags and hang up their coats with little prompting. They settle quickly and make their own play choices from a good range of age-appropriate activities and resources. Children develop close relationships with staff and snuggle up to them for comfort. Children behave well. They listen and readily respond to staff instructions. Children of all ages play well together and share the resources.

Children enjoy playing outside in the garden, where they have plenty of opportunities to develop their physical skills. Children push themselves along on the trikes, walk across crates and roll rubber tyres across the floor. Children enjoy rugby and dance sessions. They enthusiastically participate in the rugby session, persevering as they throw the balls to try and score goals. Children have lots of opportunities to help develop their small hand muscles in readiness for early writing. For example, they use a variety of tools to experiment during messy-play activities and have free access to a range of drawing resources, such as crayons and chalks.

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

- The dedicated and knowledgeable manager has a clear understanding of what she wants children to learn. She works with staff to plan an effective curriculum that follows children's interests and builds on their knowledge and skills. As a result, children remain engaged and enjoy learning.
- Staff use assessment effectively to identify and support children's next steps in learning. They skilfully adapt activities to support children's individual learning needs. For example, they encourage older children to count the number of finger prints they have made with paint as they create rainbow pictures.
- Staff encourage children's independence across all age groups. For example, children learn to put on their own coats and wellington boots before going outside. Staff support older children to recognise their names, hold a pencil and recognise and say some letter sounds and numbers. As a result, children develop the skills they need to start school confidently.
- The special educational needs coordinator (SENCo) works effectively with staff, parents and other professionals to support children who require additional support. Targeted plans are put in place and regularly monitored to ensure children make the most progress.
- Staff make the most of opportunities for children to consolidate their learning. For example, young children learn colour names during a rainbow painting activity, and then staff discuss the colours of the different fruits at snack time.

- Staff skilfully weave early mathematics into many activities. For example, as children make patterns in shaving foam, staff introduce mathematical language, such as 'round circles' and 'straight lines'.
- Staff read children a good variety of stories. They encourage children to talk about what they can see in the pictures and reinforce key vocabulary and numbers. As a result, children show a genuine interest in books, and this supports their communication and language development effectively.
- There is a display board showing photographs of children and their families to help children gain a sense of belonging. However, children currently have fewer opportunities to extend their knowledge of people, families and communities outside of their own.
- Parents speak highly of the 'friendly staff' at the pre-school. They value the regular communication they receive from staff about their children's learning and development. Parents comment that staff take time to ensure they understand and support children's individual needs.
- The manager holds regular supervision meetings to give staff support. Staff have access to ongoing training to help improve their knowledge and skills and support children's needs. Staff are enthusiastic in their roles and comment that they feel supported and their well-being is considered.
- The manager and provider evaluate the provision together and are committed to making improvements to raise the quality of care and learning to the highest level. For example, they plan to hold more social events for parents and introduce yoga sessions for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the possible signs and behaviours that may indicate a child is at risk of harm. They are clear about how to refer any concerns, both within the nursery and to relevant external agencies. Staff understand how to respond swiftly to any concerns they may have about the behaviour of another member of staff. All staff attend regular safeguarding training, which includes wider aspects of safeguarding, such as radicalisation. A thorough recruitment and induction procedure is in place to ensure children are cared for by staff who are suitable to do so.

What does the setting need to do to improve?

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

- increase the opportunities for children to extend their knowledge of people, families and communities outside of their own.

Setting details

Unique reference number	2611520
Local authority	Essex
Inspection number	10262870
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Seville, Lesley Carole
Registered person unique reference number	RP512591
Telephone number	07891159103
Date of previous inspection	Not applicable

Information about this early years setting

Scribbles pre-school registered in 2020. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or 3. Opening times are Monday, Tuesday and Thursday, from 9.30am until 2.30pm, and Wednesday, from 9.30am until midday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting and reviewed documentation to demonstrate the suitability of staff.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 a group activity with the manager.
- Parents shared their views of the setting with the inspector.

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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