

Report for childcare on domestic premises

Inspection date: 13 February 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

The setting feels like a home from home as you walk through the door. The energetic manager puts her heart into her home-based setting. The ethos of making sure every parent feels confident and happy that their child is being well looked after is a priority for the manager and her staff. Parents confirm this through their praise of the facilities, staff and their children's happiness. They say that it feels like their children are being left in the care of family. The setting has a strong focus on having conversations with children to develop their language skills. Children talk about their food as they cook, using words to describe it. They sing songs and play musical instruments. Staff read books and bring stories to life through creative activities, such as painting, learning the names of vegetables in the mud outside and solving problems in the sandpit.

Children learn to be independent. For example, they brush their teeth, put their coats and shoes on and serve themselves at snack times and mealtimes. Staff are at hand to model social skills to the children, such as sharing and taking turns. Older children take on jobs, such as ringing the tidy-up bell and getting the younger children ready for lunch. Children talk about their feelings and emotions. They take part in charity events, such as food collections, and visit the local post office.

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

- The setting is spacious with age-appropriate resources in each room. Children choose their own learning, and staff ensure that they are challenged. Children's interests are at the centre of the curriculum. They enjoy drawing and writing and have access to writing tools in every room. For example, children listen to a story and then draw about what they heard. At times, routines disrupt children's deep engagement in activities as they are moved onto the next activity. This impacts on their learning.
- Skilful staff narrate play, promote conversations and give children time to answer questions. They have discussions with children and encourage them to compare, recall information and share their opinions. Older children are confident talkers and hold meaningful conversations. Every activity is an opportunity to have a discussion about feelings, weather, families and the resident cat. In particular, this supports those children who are learning to speak English as an additional language.
- Staff support children's healthy lifestyles. Children enjoy home-cooked meals and healthy snacks. They enjoy being outside learning about the natural world. For example, they dig up real fruit and vegetables in the mud and talk about what it feels like and smells like.
- Behavioural expectations of children are high. 'Golden rules' are discussed daily

and staff model this to children. Children play well together. At times there are disagreements which most staff are quick to facilitate, however some staff need support to manage minor conflicts between children, to maintain a consistent approach.

- Staff help children to learn about and celebrate cultural differences. The manager and her staff team provide opportunities for children and families to come together for gatherings and community events. There is a strong sense of community among the staff, parents and children. Staff work with other agencies to support children and families. Children are taught about a range of jobs in the wider world through dressing-up clothes and pictures displayed. Children are aware of the world beyond the setting.
- The manager has a wealth of knowledge and experience in early years and is committed to provide support to families. For example, she recently helped parents to join an English course to help them integrate into the community. The setting is very supportive of staff development, and the staff feel that they are always learning. Mental health and well-being are important to the manager, and she ensures that staff have a healthy work-life balance. This helps staff feel supported in their roles.
- The manager uses additional funding available to extend learning opportunities for children, particularly those who are disadvantaged. For example, staff attend training to support a communication and language programme that the setting is using to support children who speak English as an additional language. All children are fully included and make very good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Robust risk assessments are in place, adapted to the changing needs of the setting. Staff have time to attend compulsory training in safeguarding and first aid. All staff are aware of the steps to take when concerned about a child's safety. The manager holds regular meetings to keep knowledge of safeguarding up to date, including the 'Prevent' duty guidance. Rigorous recruitment practices are in place. The manager ensures staff's suitability to work with children. Staff are aware of their duty to keep children safe and to teach children about keeping themselves safe.

What does the setting need to do to improve?

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

- ensure staff manage behaviour consistently to help children understand boundaries, and help them make positive choices in their play
- give children time and space to become deeply engaged in their learning and

adapt routines to allow for this.

Setting details

Unique reference number	2593565
Local authority	Brent
Inspection number	10263453
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	15
Number of children on roll	23
Registered person unique reference number	2593566
Date of previous inspection	Not applicable

Information about this early years setting

Scribbles Day Nursery registered in 2020 and is located in Harrow. The setting operates all year, except for bank and family holidays. Sessions are Monday to Friday, from 8am to 6pm. There are four members of the childcare staff, all of whom hold appropriate qualifications from level 2 to level 6.

Information about this inspection

Inspector

Leanne Bnidar

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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector discussed how she organises their early years provision including the aims and rationale for their curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager.
- The inspector spoke to children to find out about their time at 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.

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 2023