

# Strawberry Fields Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY345328

**Inspection date**

24/06/2009

**Inspector**

S Campbell

**Setting address**

Strawberry Fields Day Nursery, Jenkins Lane, BARKING,  
Essex, IG11 0AD

**Telephone number**

0208 5079516

**Email**

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Strawberry Fields Day Nursery was registered in 2007. It operates from two separate rooms, a baby unit and an open planned main unit for children over two years. It is situated in a multi-complex area within close proximity of Beckton Triangle and Gallions Reach and Showcase Cinema in the London Borough of Newham. Children come from a wide catchment area, as most of their parents travel into work in surrounding areas.

The nursery is open each weekday from 07:30 to 19:00 Monday to Sunday all year round. All children share access to a secure enclosed outdoor play area. The setting is registered to care for a maximum of 30 children from three months to under five years at any one time. There are currently 34 children on roll and of these nine children receive funding. The provision is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register.

The setting supports children with learning difficulties and children attending who speak English as an additional language. The nursery employs eight staff, most staff including the manager hold appropriate early years qualifications. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is inadequate. The children's welfare needs are not effectively maintained because welfare requirements are not being met. Practitioners work well as a team and they provide a friendly and welcoming environment allowing children to have a sense of belonging. Management has begun to assess the strengths and areas for improvement in partnership with practitioners, and as a result has further developed the key worker system and promoting children's independence at mealtimes. However, systems are not robust enough to effectively promote the outcomes for all children and to ensure no child is disadvantaged.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## **What steps need to be taken to improve provision further?**

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain written parental consent for the seeking of emergency medical advice or treatment (Safeguarding and welfare) 22/07/2009
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and 22/07/2009

- welfare)
- take steps to ensure Ofsted is notified of any change to the person who is managing the early years provision (Suitability of adults) (also applies to both parts of the childcare register) 22/07/2009
- take steps to ensure all supervisors hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC) (Suitability of adults) 22/07/2009
- take steps to ensure an enhanced Criminal Records Bureau (CRB) Disclosure is carried out for all staff (Suitability of adults) (also applies to both parts of the childcare register) 22/07/2009

To improve the early years provision the registered person should:

- continue to develop planning to ensure children's learning and development is effectively supported outdoors
- further develop procedures to ensure links are established with children's schools to support their learning
- continue to develop procedures to ensure parents contribute to children's ongoing assessments
- further develop procedures to ensure children are able to access information technology to support their learning

## **The leadership and management of the early years provision**

There are processes in place for self-evaluation. However, the systems are not robust enough to identify the many areas for improvement. The setting is breaching a number of welfare requirements which comprises children's safety. The setting has failed to notify Ofsted of the change of person managing the early years provision and although the children are cared for by suitably qualified practitioners vetting procedures for all staff is not always robust to ensure suitable checks are carried out and not all supervisors hold a level 3 qualification.

Most documentation is well maintained and required policies and procedures are in place. However, written parental consent for the seeking of emergency medical advice and/or treatment has not been obtained and this is a breach of welfare requirements. Although practitioners are deployed well to promote children's safety when playing indoors or outdoors, at least one member of staff who holds a current first aid certificate is not on the premises at all times when children are present. This compromises children's safety should they sustain a minor injury.

Practitioners carry out regular visual risk assessments to ensure children are cared for in a reasonably safe environment. The children are familiar with the routine because all children seek the permission of practitioners before visiting the bathroom. This enables practitioners to monitor children's whereabouts at all times.

Since registration practitioners have attended some training to further develop their current practices and knowledge, for example, basic fire training; exploration, investigation and planning. Practitioners support children with learning difficulties and children who speak English as an additional language well. The partnership working with outside agencies involved in children's care with additional needs are in the infancy stage, but the setting has a designated special educational needs coordinator worker to ensure children are adequately supported. Practitioners have developed positive relationships with parents and they have implemented a 'handover' system to ensure parents are kept verbally informed of children's progress and promote continuity of care. However, links with children's schools have yet to be development to ensure a smooth transition and support children's learning and development.

## **The quality and standards of the early years provision**

The children are steadily making progress in all areas of their learning and development. The setting operates by a key-worker system and practitioners are able to talk about how they are moving children on in their next stage of development. Profiles are in place for all children and the 'All About Me' initial assessment record is completed by parents allowing practitioners to build on what children already know. However, the procedures for ensuring parents contribute to children's ongoing assessments have yet to be fully developed to effectively support children's learning within the setting and at home.

The planning of weekly activities and children's profiles reflect the six areas of learning and the setting has implemented a learning journey chart to ensure all aspects of children's learning is covered. The planning of daily activities is flexible to ensure children's individual interests are included and to allow activities to be extended and/or repeated. This promotes inclusion and ensures children's play is purposeful. Throughout the day children are able to make choices about what they would like to play with to promote their individual needs and abilities. They regularly take part in both indoor and outdoor activities which enables them to develop a healthy lifestyle. However, planning has yet to be further developed to ensure children's learning is effectively promoted when playing outdoors.

The children enjoy their play and they are beginning to be confident and independent learners. Practitioners ensure the resources and activities on offer are nicely presented, captures children's interests and supports their learning. Practitioners encourage children's independence through everyday routines, such as older children taking turns to serve their peers at mealtimes and younger children are encouraged to feed themselves. The children are well behaved, polite and are beginning to show kindness and consideration for others. They automatically say 'bless you' to peers when they sneeze and offer adults an ice-lolly when having a mid-morning treat during the warm weather. The children are inquisitive learners as they confidently ask adults their name, and then introduce themselves and their friends.

The children take pleasure in looking at books and are beginning to use them in

the correct form. Throughout the day practitioners read stories to children and they capture their interest by ensuring it is interactive. For example, allowing children to use hand puppets to aid narrate the story. The children are beginning to be confident talkers as they ask adults 'where do you live?' and when adults respond 'in Essex' they reply 'is that near the moon or stars?' Children's concentration skills are developing well. They are able to recall many nursery rhymes from memory and focus well when taking part in making fairy cakes.

The children take part in a balanced range of adult-led, focused and free play activities to support their learning. Through planned activities they are developing an awareness of life cycles and healthy eating. They take part in growing a range of vegetables, for example tomato, broccoli, cucumber and lettuce. Through healthy eating topics they are beginning to develop an awareness of a healthy lifestyle because practitioners talk to them about healthy foods and they are encouraged to try various fruits, such as pineapple, melon, grapes and kiwi. The children are able to build and construct by using a range of resources. However, there are few opportunities for children to use information technology to support their learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 22/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 22/07/2009