

Strawberries Private Day Nursery

Inspection report for early years provision

Unique reference number	EY282131
Inspection date	16/04/2010
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Strawberries Private Day Care Nursery was registered in 2004 and is run by a private company. It operates from a modern, single storey, detached property with a secure outdoor play area, in Woodside, in Bradford, West Yorkshire. Children are accommodated in three play rooms according to their ages and stages of development. Enclosed outside play areas are available to all children.

The nursery is registered to care for a maximum of 57 children at any time and is registered with Ofsted on the Early Years Register. It is open each weekday from 7am to 6pm all year round.

There are currently 62 children on roll, of these 22 children receive funding for nursery education. Children attend from the local community and surrounding areas. The nursery currently supports children with learning difficulties and those with English as an additional language.

There are 12 members of staff, of whom 10 have early years qualifications to level three and two who have an early years qualification to level two.

The setting takes part in a quality assurance scheme and receive ongoing support from the local authority. The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good attention is given to meeting the learning and development needs of children. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are valued and respected as individuals. Partnerships with parents and carers are generally strong. Robust systems are in place to promote the welfare needs of children. The provider assesses the provision well and accurately identifies areas for improvement. A good capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve parents involvement in extending learning at home
- make arrangements for parents to have free access to their children's development records.

The effectiveness of leadership and management of the early years provision

The provider and staff demonstrate a good understanding of their role with regard to safeguarding children. For example, they know what to do if concerned about a child and all have completed training on safeguarding children. Strong recruitment procedures are implemented to ensure that staff are suitably vetted and police checks are updated regularly. Parents are requested to complete a form if their child comes to the nursery with an injury which has been sustained at home. Risk assessments are robust and minimise risks to children inside and outdoors. There are two substantial gates leading to the main entrance, with signs to remind parents to close each one, for their child's safety. Systems in place to keep children healthy are good; staff wear protective clothing when changing nappies, and children use hand driers to prevent the risk of any cross infections. All medication and accidents to children are meticulously recorded. Staff are deployed well in the rooms to meet the needs of the children, and the accommodation is organised effectively, to support children's overall development and welfare.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs, to help support their overall learning and development. The environment reflects users of the provision and a range of people in the wider world through positive images of diversity reflected in toys and displays. This helps all children feel welcome. The personal dietary and medical needs of children are catered for and good support is given to children who use English as an additional language. For instance, staff have a list of relevant Punjabi and Urdu words which they use to help settle-in a new child. Children are independent; they select their own toys and equipment which is stored at their height, and all areas in the nursery display individual children's art work so that they feel valued and develop good self-esteem.

There are good systems in place to evaluate the service offered. The recommendations following the last inspection have been fully addressed, as a result outcomes for children are strengthened. The nursery have sought and followed advice from the local authority to improve outcomes for children, such as rearranging the layout of the playrooms to ensure greater freedom of choice, and accessibility to resources for the children. The manager works in the play rooms to cover for staff breaks and so monitors and supports staff well. Regular staff meetings are held and ongoing training is encouraged. Staff work well together as a team with enthusiasm. Staff in each room meet every week to evaluate children's responses to activities, their individual interests, and to plan. The Ofsted self-evaluation form is completed and all staff are involved in this process. The nursery have recently secured a substantial grant in order to develop the outdoor play area for children.

Partnerships with parents and carers are generally strong. There are effective systems in place to exchange information and seek the views of parents. Daily discussions take place, questionnaires are given to parents periodically, parents are invited to take home their child's development record on a regular basis. However, the parents do not have free access to their children's development files without

having to ask for them. Staff also display current plans of activities on the wall but do not give parents specific guidance about how they can extend their child's learning at home. Parents spoken with express their satisfaction with the service and their good relationships with the staff who they find to be very friendly and approachable. Links with external agencies such as a speech therapist are established to complement children's learning and share information.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. Detailed information is obtained from parents before children begin. This helps the staff to be able to follow children's home routines and plan for their individual interests. As a result children settle well because the transition between home and nursery is made as seamless as possible. Plans of activities are used flexibly to follow the direction that children may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

Children learn about their personal safety in the nursery and how to remain safe on outings. For instance, they learn about road safety and not to touch nettles because they sting. Healthy, balanced and nutritious food is given to children and they eat with good appetites. They enjoy fresh fruit for snacks and learn about diversity in foods eating curry with rice, garlic bread and tortilla wraps. Role play is used to support children's understanding of healthy eating. As they play with pretend fruit and vegetables, staff talk to them about these foods being good because they help them to grow big and strong.

Children know they must wash their hands before eating and after using the toilet, the habit is well formed so that children perform these actions automatically. Good emphasis is put on children receiving fresh air and exercise outdoors and children play out twice a day, including the babies. They all have a range of opportunities to develop their physical skills and stamina. They push and pull equipment, shoot balls into a basketball net, climb, run, balance on logs and use wheeled toys.

Children from a variety of age groups and backgrounds respond happily in this environment which is organised well, enabling them to be independent and develop skills for the future. For example, they make decisions about what to play with from well stocked resources which are easily accessible. Babies are happy and confident in their relationships with staff. Their individual care needs, such as being cuddled for reassurance, are met well so they are emotionally secure. The children learn self care skills, such as feeding themselves, putting on their own coats or helping themselves to food from dishes placed in the centre of the table at lunch time. They act as monitors to help with everyday tasks and serve snacks to their peers, so they learn to consider the needs of others and take responsibility. The staff are calm and patient and support children well, as a result, the atmosphere is calm and the children are busy, interested and well-behaved.

Children communicate well. They listen closely and can follow instructions, for example as they hand out drinks to friends staff tell them which child to serve next. Children like to look at books; they point to familiar animals and try to say their names, staff support this well and get out small world animal figures to reinforce this interest. Children develop good memory skills as they look at home-made books and recall outings they have undertaken, such as nature walks. Children can recognise their own names, some also recognise the names of their friends, because they routinely use name cards, named place mats and their art work and coat pegs are labelled. So they learn that print carries meaning and made to feel a sense of belonging and welcome in the setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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