



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218500

DfES Number: 539856

INSPECTION DETAILS

Inspection Date	31/01/2005
Inspector Name	Julie Mary Preston

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Strawberry Poppets Nursery School
Setting Address	Baneberry Drive Featherstone Wolverhampton Staffordshire WV10 7TR

REGISTERED PROVIDER DETAILS

Name	Miss Anna-Marie Groves
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Strawberry Poppets Nursery School opened in 2000. It operates from rooms within the Featherstone and Hilton Community Centre in Featherstone, South Staffordshire. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.45 for 51 weeks of the year. The group have a small outdoor play area and supervised access to a playground used by the community.

There are currently 53 children aged from 6 months to 5 years on roll. Of these 23 receive funding for nursery education. Children attend from the local area and beyond. The nursery also supports a number of children with special educational needs.

The Nursery employs ten staff. Eight of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification. The setting receives the support of a teacher from the Early Years Childcare and Development Partnership.

How good is the Day Care?

Strawberry Poppets Nursery School offers satisfactory care for children. A warm and welcoming environment is provided where children are happy, settled and enjoy the activities and experiences provided. There are good relationships between the staff, children and parents. Most aspects of safety are satisfactory, with staff aiming to ensure children's safety both inside and outdoors. However, climbing equipment is placed on a concrete surface. Space is mostly well organised, however space is limited in the Jelly Bean room during mealtimes. Staff ensure children with special needs are fully included. Good hygiene practices are encouraged as part of daily routines, however the hygiene of babies sleep provision needs improvement. Children's specific dietary needs are met. Children are well behaved and respond well to staff who manage their behaviour appropriately.

Staff promote equal opportunities and have an understanding of child protection

issues, however the child protection policy lacks important detail.

Staff working within the group are qualified or experienced in working with pre-school children. They continually update their current knowledge and skills by attending additional training courses. They complete regular assessments and observations of children and use the results to plan for children's next steps. A range of policies and procedures is in place that is shared with staff and parents, however the complaints procedure lacks Ofsted's contact details.

The group have good relationships with parents and share information daily about the care and education of children. Information is shared via newsletters and notice boards. The method to share details with parents about under twos could be further improved.

What has improved since the last inspection?

At the last inspection the provider agreed to provide an incident log and to reflect the Area Child Protection Committee guidance and procedures within the group's child protection policy and procedures. An incident log is now provided and the group now reflects the ACPC guidance and procedures within their child protection policies and procedures.

What is being done well?

- The provision of a good range of resources and activities that supports children's learning and promotes their development.
- There are good relationships between children and adults. Staff interact positively with all children. Children's behaviour is well managed.

What needs to be improved?

- the organisation of the area used for meals and snacks within the Jelly Bean room
- the assessment of safety when using the large slide/climbing frame
- the hygiene of sleep provision for babies
- the complaints policy to include Ofsted contact details
- methods for sharing information with 0-2 year olds parents about the quantities of food eaten
- the child protection policy to include the procedure to be followed in the event of an allegation made against a member of staff

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted has received one complaint relating to Standard 7: Health and Standard 8: Food and Drink. Concerns were raised about the level of cleanliness at the nursery and about staff not providing accurate information in relation to what the children were eating and drinking throughout the day.

A Childcare Inspector visited the nursery to investigate the allegations made. During the visit, the Inspector reviewed policies and procedures, interviewed staff and made observations. As a result of the enquiries made and evidence gathered, the Inspector was satisfied that the policies in relation to cleaning and cross-infection were appropriate and had been followed. However, the Inspector made a recommendation in relation to ensuring that children's eating habits were shared with parents.

We are satisfied that the National Standards have been met and can confirm that that Registered Person remains qualified for registration.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Assess space and provision used for meals and snacks for children within the Jelly Bean room.
6	Improve safety and suitability of using the large slide/climbing frame on the concreted area.
7	Improve the hygiene of babies cushions used for sleeping.
12	Update the complaints procedure to include the address and contact number for Ofsted and assess the method used with parents to exchange information about children under two years.
13	Update the child protection policy provided to include the procedure to be followed in the event of an allegation being made against a staff member.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Strawberry Poppets Nursery offers good quality education which helps children make progress towards the early learning goals. They make very good progress in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development.

Teaching is generally good with the key strength being staff's knowledge of individual children and management of children's behaviour. Staff ably differentiate activities to meet the needs of the individual child to enable them to make progress. Staff's developing knowledge of the foundation stage enables them to plan an interesting and enjoyable range of activities and experiences for children that include adult focused, free choice and circle time activities. However, children's interest and purpose is not fully maintained when moving between activities and routines. Children with special needs are fully included in activities and are provided with effective support. Children are interested, excited and motivated to learn. A good range of appropriate toys, equipment and furniture is provided that supports and extends children's learning in all areas. Assessment and evaluations of activities are completed and used as a tool for future planning.

Leadership and management of the setting is very good with the provider and manager working well in partnership and supporting staff within the Jelly Bean room. All staff are committed to continual improvement of the educational provision provided for children. Staff work well together and as part of a team. Staff attend regular meetings and training courses to enhance their current knowledge and skills.

Partnership with parents is very good. Parents are kept well informed about their child's achievements and progress through daily discussions, daily record sheets, parents evening and newsletters. Parents are encouraged to be actively involved with their child's learning.

What is being done well?

- Strong emphasis is given by staff to building very good relationships with children. They continually engage in their play and conversations and ask questions to make them think.
- There are good opportunities for children to express themselves freely when painting, singing and dressing up.
- Children have regular opportunities to develop all aspects of their physical development. Plans allow children to play both indoors and outdoors, using a variety of equipment to develop their balance and co-ordination.

What needs to be improved?

- opportunities to use number within routine daily activities
- opportunities to use initial sounds within routine daily activities
- organisation and time management to ensure children's interest is maintained at all times.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn and confidently attempt new activities. Staff manage children's behaviour well and children are well behaved. Children's self-esteem is developed through positive relationships with staff. Children develop personal independence by selecting resources and activities during free choice sessions and develop skills in managing their own personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently converse with staff and each other. They use speech to organise and explore real and imagined experiences. They are developing pre-reading skills and show an understanding of the elements of stories. However, linking sounds to letters is not always fully extended during routine activities such as at registration. Opportunities to write for a variety of purposes are provided and children are beginning to form letters correctly and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a developing understanding of number. Both 3 and 4 year olds count up to 10 and beyond and are developing number recognition through planned activities. However, there are limited opportunities available for children to use number within daily routines. Children develop understanding of calculation, shape and size well through planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given regular opportunities to investigate and explore a variety of different media, developing an understanding of similarities, differences, textures, patterns and change. They design and construct using a variety of materials. Children talk readily about past and present events that happen in their lives, whilst developing an understanding of the lives and beliefs of others through planned activities. A range of technological resources is provided and available to children.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have daily opportunities to use small and large equipment both inside and outside. They develop skills in co-ordination, climbing, spatial awareness and balance through music and movement and outdoor play sessions. They learn about the importance of health and hygiene through daily routine, planned activities and discussion. Children handle tools, objects, construction and malleable materials safely and with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have regular opportunities to explore shape, texture and form within planned and routine activities. Children confidently express ideas, thoughts and feelings through a variety of activities such as role play, physical play and creative play. Children enjoy singing on a daily basis and eagerly learn new songs. Children develop use of their imagination through use of music, dance and instrument sessions.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- assess and improve the use of number within routine daily activities.
- assess and improve the use of initial sounds within routine daily activities.
- assess the organisation and management of time to alleviate missed opportunities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.