



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY227326

DfES Number: 539948

INSPECTION DETAILS

Inspection Date 19/07/2004
Inspector Name Christine Holmes

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Strawberries
Setting Address 275 Shobnall Road
 Burton-on-Trent
 Staffordshire
 DE14 2BE

REGISTERED PROVIDER DETAILS

Name Mrs Hannah Elizabeth Barker

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

Little Strawberries opened in 2002. It operates in a two-story building. There are four playrooms on the ground floor and four playrooms on the first floor. It is located close to Burton-on-Trent city centre. There is a fully enclosed garden available for outside play. It serves the local and surrounding areas.

There are currently 127 children from 4 months to 7 years on roll. This includes 24 funded 3-year-olds and 5 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language.

The group opens all year round. Sessions are from 07:30 until 17:45.

There are 15 staff who work with the children. Nearly all the staff have early years qualification to N.V.Q level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership. (EYDCP).

How good is the Day Care?

Little Strawberries provides satisfactory care for children. Staff create a warm and welcoming environment where children are happy, settled and secure. Most policies and procedures are in place, which contribute to the children's care and welfare, but some details are missing from the child protection procedures. Rooms and resources are used effectively to meet the needs of the children. Staff are generally well deployed, but there is no key worker system in place in the baby room.

All areas for promoting health and hygiene are good and are reinforced through the daily routine. Staff ensure that most hazards are minimised through regular risk assessments, but open windows in the first floor playrooms are not been identified as a potential risk. Staff demonstrate an understanding of the importance of equality issues for young children, but do not provide enough opportunities for children to recognise each other's similarities and differences.

Staff know the children well and develop warm and trusting relationships with them. They provide lots of praise and encouragement that helps raise children's self esteem and confidence. Activities are provided to promote children's learning in all areas, but children's individual assessments are not always used to inform planning. A wide range of resources, including natural materials, support children's learning. The provision for physical play is particularly good. Children have access to a very large outside play area that is well equipped to provide fun and stimulation. Children show interest and enjoyment at the activities. Staff have a consistent and sensitive approach to behaviour management. Children behave well.

Staff have good relationships with parents and information is regularly shared to ensure parents are kept up to date with their child's progress and nursery routine. Notice boards and photo boards involve parents in nursery life.

What has improved since the last inspection?

Not applicable.

What is being done well?

- All staff build warm and trusting relationships with the children which leads to children being happy, settled and secure. The quality of their interactions significantly enhances children's confidence.
- The range and access of resources for indoor and outdoor use is good. Children take part in a wide range of activities that interest and occupy them and provide fun and learning experiences.
- Staff are active in promoting children's good health and hygiene. They understand and implement procedures to prevent the spread of infection and encourage children to follow good hygiene routines.
- A range of methods are used to keep parents well informed and involved in the nursery.

What needs to be improved?

- the risk assessment of the premises to ensure all hazards are identified and minimised
- the written child protection procedure for the nursery to ensure it complies with local Area Child Protection Committee (ACPC) procedures in relation to procedures to be followed in the event of allegations being made against staff
- the use of assessments to inform planning
- the key worker system to include children in the baby room
- the wording of the equal opportunity policy and staff's knowledge and understanding of the importance of recognising each others similarities and differences

- first aid arrangements to include written permission from parents for seeking emergency medical advice or treatment.

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 must take the following actions by the date shown

Std	Action	Date
6	Ensure the first floor windows are safe.	21/07/2004
13	Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures in relation to procedures to be followed in the event of allegations being made against staff.	21/08/2004

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

Std	Recommendation
2	Extend the use of the key worker system to include the baby room.
3	Look at using assessment as an active document to inform planning.
9	Develop staff's knowledge and understanding of equal opportunities issues regarding acknowledging and valuing differences and ensure the equal opportunities policy is consistent with current guidance.

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

How effective is the nursery education?

Little Strawberries Nursery offers good quality nursery education overall which helps children make very good progress in personal, social and emotional development and creative development and generally good progress in all other areas of development.

The quality of teaching is generally good. The key strengths in personal, social and emotional development are due to the staff building warm and trusting relationships with children and the high importance given to developing children's self esteem and confidence. This has a positive impact on children's learning. The wide variety of interesting and exciting activities that are planned for in and out of doors help to build on children's experiences and supports them well in making progress. Resources are of good quality and well organised to increase children's independence.

Staff have begun to observe and make notes of children's learning in each of the six areas, but their assessments are not evaluated against the stepping-stones and early learning goals. As a result they do not provide a secure basis on which to plan the next steps in children's learning. This leads to weaknesses in the provision in some aspects of the six learning areas and to more able children not being challenged enough in some areas.

Leadership and management of the nursery are generally good. Staff are aware of their roles and work well as a team. They are eager to make improvements, but progress is hindered, as there is no rigorous system to monitor and evaluate the quality of teaching.

Partnership with parents is very good. Staff develop very positive relationships with parents. Parents are provided with information about the setting, activities, and their children's progress. Parents spend time talking to staff about their children. Information and activities are provided for parents, to help them support their children's learning at home.

What is being done well?

- The staff give strong emphasis to building children's confidence and self-esteem, supporting them developing positive relationships with adults and each other.
- A wide range of stimulating and exciting activities build on children's interest and develop their imagination and skills.
- Good outdoor provision enables children to be physically active and challenged during the day. Staff give children a good level of support to develop their skills and independence when using the outside equipment.

- Staff work well together as a team to provide a friendly, supportive environment. They work in partnership with parents to support, build on and extend children's learning and development.

What needs to be improved?

- the planning and assessment systems to provide a clear link with the stepping stones and early learning goals
- the attention given to increasing children's awareness of the sounds of letters and words; the different purposes of writing; the use of numbers as labels and the concept of capacity
- the opportunities for children to increase their skills of joining and assembling and using small tools such as scissors
- the monitoring and evaluation of the quality of teaching.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. Children are well behaved, confident and eager to learn. They build warm, trusting relationships with staff, increasingly demonstrate care and consideration for others by taking turns and sharing. They select work for themselves with increasing independence. Children are increasingly taking care of their own needs. They are exploring their own and other beliefs and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with each other and adults. They are confident when singing rhymes and enjoy listening to stories. They have regular opportunities to see and recognise familiar words; they recognise their name and identify some letters and the sound they make, but more able children are not challenged enough to extend this learning. Children are practicing their writing skills, but activities are not extended to include opportunities to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are familiar with number rhymes and staff use routine activities to raise awareness of numbers, more able children are not encouraged to extend this. Children are not seeing enough use of numbers as labels. Children use opportunities well to explore concepts of quantity, shape and size through a wide range of practical activities, but activities such as pouring drinks are not used to develop children's understanding of capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are exploring the wider and natural world through trips around the local area and growing things, however children are not encouraged enough to ask why things happen and how things work. Good use is made of conversations to help children reflect on past and future events. Children respond to changes in the weather and use materials such as sand and water to explore their senses. Children design models, attaching pieces together, but are not encouraged enough to join and assemble.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Good outdoor provision enables children to be physically active during the day. They are developing their skills of running; climbing; swinging and use of small equipment such as bats and balls. However, children are not encouraged enough to increase their control of tools such as scissors and cutlery. They are gaining a good sense of space and control when riding wheeled toys and working together with the parachute. Children look at healthy eating and make visits to the dentist.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children gain confidence acting out simple rhymes and stories. They participate enthusiastically in singing sessions and are becoming familiar with a good range of songs, which gives good support to developing language. They experience making and using musical instruments and they have looked at different dance and music from around the world. There are good levels of involvement in imaginative play, with role-play situations and 'small world' resources frequently changed to give variety.

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

- improve the planning and assessment systems to provide clear links with the stepping-stones and early learning goals
- increase children's awareness of the sounds of letters and words; the different purposes of writing; the use of numbers as labels and the concept of capacity
- provide more opportunities for children to increase their skills of joining and assembling, and using small tools such as scissors
- introduce a rigorous system to monitor and evaluate the quality of teaching.

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.