



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN EY245165**

**DfES Number: 546672**

### **INSPECTION DETAILS**

Inspection Date      01/04/2004  
Inspector Name      Pauline Margaret Todd

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      The Strawberry Patch  
Setting Address      Becketts Farm  
                         Hempstead  
                         Norfolk  
                         NR25 6LB

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Emma Marsh

## 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

The Strawberry Patch Nursery and Pre-school is a privately owned facility which opened in 2003. It operates from a log-cabin style building which is located on a retired family farm in the rural village of Hempstead just outside the town of Holt. The building provides a large main playroom, a separate baby room and small pre-school room. A garden and car park adjoins the property.

There are currently 81 children from 0 to 8 years on roll. This includes 26 funded 3 year-olds and 7 funded 4 year-olds. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 8.00 until 18.00.

14 part and full time staff work with the children. Over half the staff have early years qualifications and 5 members of staff plan to undertake training to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Strawberry Patch Nursery and Pre-school provides good care for children aged 0 - 8 years.

A highly committed and experienced staff team is in place. They have an awareness of risks to children's safety and take steps to ensure their premises are safe and secure. The operational procedures ensure children's safety when they are away from the premises but the risk assessment does not currently cover outings. The furniture, equipment, and toys are appropriate for the children to use and in good condition. The staff provide resources so that babies are safe and have suitable toys to meet their needs. However, their access to natural materials and textures is limited. The nursery follow child protection procedures that are robust. The good

health of children is promoted and children are reminded to wash their hands after using the toilet and before eating. Staff are active in promoting good hygiene but the nappy changing practices for the young children do not ensure children's privacy. Adequate procedures cover the care of sick children and steps are taken to prevent the spread of infection. The nursery is able to provide adequate and nutritious meals and all food is freshly prepared and cooked on the premises.

The nursery has built warm and trusting relationships with their parents and they are well informed about the provision and about their child's progress. Useful records are maintained that promote the welfare, care and learning of children.

There is a broad range of activities and play opportunities that help children to make progress in all areas of development. The staff are friendly and approachable and give the children praise and encouragement. They know the children well and manage their behaviour effectively. The children and babies spend time playing freely indoors and outside in the garden and the local environment is well used for nature walks and projects.

#### **What has improved since the last inspection?**

Not Applicable.

#### **What is being done well?**

- The children play freely and make choices as they develop their knowledge, skills and understanding. The routine of the day is well balanced to allow time for free active play indoors and outside and for relaxation and sleep.
- The staff have a good understanding of children's dietary needs to promote their healthy growth and development. Daily menus are planned and displayed for parents to see. The babies are fed in high chairs and their daily food intake is recorded.
- The staff give the children lots of praise and they value their contributions. They treat children with respect and equal regard. Their language is friendly and caring and they are sensitive in their handling. All children have independent access to all areas of the playroom and to a full range of activities.

#### **What needs to be improved?**

- the nappy changing facilities provided for the young children
- the range of natural materials and textures for the babies to experience
- the risk assessment to cover outings.

#### **Outcome of the inspection**

Good

## 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	Ensure appropriate nappy changing facilities provide young children with privacy.
5	Provide a further range of natural materials and textures for the babies to experience.
6	Develop the risk assessment to cover outings.

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

### How effective is the nursery education?

The provision for nursery education at The Strawberry Patch is acceptable and is of good quality overall. Children are making very good progress towards the early learning goals in their personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. They demonstrate sound knowledge of the early learning goals, although the less experienced members of staff lack understanding of some aspects of the stepping stones. They use everyday play situations to help children learn although currently there are insufficient opportunities for children to use their imagination in role play. They encourage children to interact confidently and give them opportunities to initiate activities and to take part in more structured learning. The nursery is generally well resourced but there is a lack of access to large physical climbing apparatus for the more able children. The staff manage the children's behaviour very well and give them lots of praise and encouragement. The nursery is working hard to develop their daily plans which are not currently used to meet the learning needs of individual or groups of children. Staff record children's progress and achievements regularly which contribute to their overall assessment programme.

Leadership and management is generally good. The staff and owner work extremely well together through regular staff meetings, day-to-day contact and involvement in planning. The aims of the nursery are being met well.

The partnership with parents is generally good. They are provided with useful information about the setting and are well informed about their child's achievements and progress. They feel involved in their child's learning.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested, and able to work co-operatively in small groups. The children are happy and well behaved.
- Leadership is strong and reinforces the setting's aims and objectives. The owner is very committed to improving the care and education for all children.
- Good use is made of the local rural area and interesting topics are planned to enable the children to gain a valuable understanding of their environment. e.g. growing bulbs, planting vegetables in the garden, visits to the farm.

### What needs to be improved?

- the opportunities for children to engage in imaginative and role play based on

own first-hand experiences

- the access to challenging climbing apparatus for the more able children
- the knowledge of the early learning goals and the stepping stones by some staff members involved with the Foundation Stage
- the planning to include details of the next steps for individual or groups of children.

**What has improved since the last inspection?**

Not Applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are happy and beginning to form good relationships. They separate well from their parents and are confident to select activities and persist with those that take their interest e.g. water play, computer. They demonstrate appropriate personal independence when using the cloakroom facilities. The children have a positive approach to learning and their behaviour is very good. They are extremely polite to each other and say excuse me, please and thank you as they play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are beginning to listen, interact well with others and take turns in conversations. e.g. introduce themselves confidently. They are learning to sound the initial letter of their names and recognise everyday words. Good use is made of labels and words in the environment. They show an interest in books and enjoy listening to stories. There are good opportunities for them to draw and paint and the more able children give meanings to their pictures.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical understanding is well promoted. Children show an interest in numbers and counting and are beginning to recognise numerals through the good use of puzzles and activities. e.g. making daffodil cards. Children sort, match and make patterns and show an awareness of shape and space. Staff use simple calculation through songs and rhymes. There is good use of mathematical language arising from everyday events and routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Good use of the local area and topics enable the children to gain an understanding of their environment and the wider world. Children talk about their past and present experiences. The children have opportunities for exploration and investigation. e.g. natural play materials, playdough, planting and growing flowers and vegetables in the garden. Planning and displays show festivals are celebrated. The children know how to operate simple equipment and have free use of a computer.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children demonstrate good control, co-ordination and spatial awareness when playing games and running freely outside. The children enjoy using the ride-on toys and display good ball skills. However, the equipment for climbing does not provide sufficient challenge for the more able children. Good opportunities are available for children to practice and develop their manipulative skills e.g. scissors, rolling pin, spatulas.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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The children know their colours and explore a range of textures e.g. dough, paint. Children develop their musical awareness through singing and dancing, moving and listening to classical music. Their senses are heightened when walking around the farm and the children show pleasure in the things they see, hear, smell. e.g. horses, flowers. They use their imagination through the use of construction and craft materials but there are limited opportunities for them to do so during role-play.

**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**

- Provide further opportunities for children to engage in imaginative and role play based on own first-hand experiences.
- Include details of the next steps for individual or groups of children in the short-term plans.
- Increase the knowledge of staff involved with the Foundation Stage so that they all fully understand the early learning goals and the stepping stones.
- Provide further access to challenging climbing apparatus for the more able children.

*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.*