

Strawberry Poppets Nursery School

Inspection report for early years provision

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Inspector

Lesley Bott

Setting address

Baneberry Drive, Featherstone, Wolverhampton,
Staffordshire, WV10 7TR

Telephone number

01902 727211

Email

strawberrypoppets@live.co.uk

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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Strawberry Poppets Nursery School opened in 2000. It operates from rooms within the Featherstone and Hilton Community Centre in Featherstone, South Staffordshire. The nursery serves the local area and is accessible to all children. There is opportunity for children to access an area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 41 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 61 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals. They have strong partnerships with parents and other networks in the local area. Self-evaluation is effective and helps to identify strengths and weaknesses within the setting which can be addressed as part of the continuous improvement. The children's individual needs are well met and time is taken at the beginning of a placement to ensure that routines and daily patterns are known by staff.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure accurate records are kept of children's attendance (Documentation).
- 16/06/2011

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

- develop further planning of activities to challenge children's learning
- improve the presentation of the range of resources and equipment to ensure this is readily accessible to all children, to aid developing their independence of choice.

The effectiveness of leadership and management of the early years provision

Children's protection from abuse and neglect is promoted well. Staff's good understanding of signs and symptoms and knowledge of correct procedures to follow ensure the safety of the children. All staff have attended safeguarding courses and a written policy is in place for parents to read at any time. Everything children come into contact with is risk assessed and records are reviewed regularly. Procedures are in place to ensure children remain safe on trips outside the nursery, and children learn to keep themselves safe through daily routines and reminders from staff. For example, when the children and staff utilise the outdoor public park next to the nursery. A full set of policies and procedures support the smooth running of the nursery and records are kept as required. However, not all children's arrival times are accurately recorded in the register, which is a requirement of the Early Years Foundation Stage framework. This could compromise children's safety in the event of an emergency.

The nursery values and promotes good communication with parents. Information is exchanged both verbally and through notices, daily diaries and regular newsletters. These ensure that each child's needs are met and help inform parents what their children are doing during the day. Parents are encouraged to be involved in their children's learning and they are informed about current themes and projects being worked on. They help provide pictures of the children for the 'magic moments' board, which allows the children to share their home achievements with everyone at nursery. Effective partnerships with teachers in local schools as part of the local authority 'buddying' scheme ensure easier transitions from nursery school, and a consistent approach to the Early Years Foundation Stage is followed. The bright, airy rooms, together with a wealth of toys and play equipment, provide a welcoming and stimulating environment for children to achieve and enjoy. Resources are effective to support children's learning and development. However, they may not always be available for children to access easily, therefore hindering their independence.

The owner and her staff team are eager to provide the best possible service to children and their families. Good recruitment, employment and induction procedures are in place to protect children and anyone not vetted is never left on their own with the children. Staff work together well to devise a programme of interesting and exciting activities for all the children. Individual needs are catered for and any special requirements are respected. All are welcome and fully included in the activities, which are appropriate to their abilities. Systems for self-evaluation and reflective practice are well established, and recommendations raised at previous inspection have been tackled to improve outcomes for children.

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

Staff demonstrate a good knowledge and understanding of the underlying principles of effective early years practice. Assessment procedures are in place to

monitor and record children's progress during their individual learning journeys. Staff use the information well on the questionnaire given to parents when their child starts. This ensures that daily routines for babies and likes and dislikes are taken into account. The children's progress towards the early learning goals is tracked well through regular observations, and this is linked to their milestones. However, planning does not take into account extending children's learning to ensure that all children are sufficiently challenged in all activities offered. Planning is often linked together under themed headings and each of the six areas of learning are focused on equally throughout the week. For example, the role play area has been transformed into a fruit and vegetable shop as part of the healthy eating topic. This is further extended with fruit and vegetable print painting and discussions on healthy living. The children show curiosity as they note the difference in their heartbeat before and after physical play.

Staff plan and carry out a variety of interesting activities and events. For the topic on people who help us, they had a visit from the local policeman and an ambulance vehicle. Learning through enjoyable play activities helps children understand how things work and staff promote their natural curiosity through discussions and stories. Children use their imagination with the play dough they use the equipment, rollers and cutters to make toast, further extending this by pretending to spread the butter on. Babies are beginning to develop good early skills and explore their surroundings with interest. They enjoy the mirrors and smile and laugh at themselves, while others indicate to staff when the CD of nursery rhymes has stopped for them to put it on again.

Children develop a strong sense of belonging within the nursery. Displays of their artwork and colourful pictures of the visit from the ambulance and magic moments from home create a warm and welcoming environment. The organisation of continuous provision within the rooms allows them time to sample lots of different types of activities, whether it is quietly concentrating looking at the books or playing with the pirate boats. Songs and rhymes are used by staff to introduce new concepts, for example, singing each child's name as they work their way round the circle at registration time.

Children's health is promoted very well and they enjoy freshly prepared meals and snacks throughout the day. They follow good hygiene procedures and wash their hands at appropriate times. Fresh air and exercise form part of the daily routine and children benefit from using the public park next to the nursery. Children behave very well in the small groups and they understand and know safety issues as they recognise and confidently talk about dangers and how to keep themselves safe. For example, when going out to play they know to wear their high visibility jackets and walk on the path to the swing area in pairs. Independence is encouraged as the older children help serve themselves their lunch. Children are encouraged to be active, inquisitive and independent learners. Through the good support and guidance from staff, they are well equipped for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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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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 (Documentation) 16/06/2011

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 (Documentation) 16/06/2011