

Little Strawberries

Inspection report for early years provision

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Inspector Catherine Sharkey

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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*.

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.

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Description of the setting

Little Strawberries is run by private ownership. It opened in 2002 and operates from a converted two-storey house in Burton-upon-Trent in Staffordshire. A maximum of 70 children may attend the nursery at any one time. The setting is open each weekday from 7.30am until 5.45pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 119 children aged from three months to under eight years on roll. Of these, 24 children receive funding for early education. Children come from the local and surrounding areas. The nursery currently supports a number of children with special educational needs and/or disabilities.

The nursery employs 16 members of staff. Of these, most hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a happy, safe and secure environment in which all children are given the opportunity to achieve their maximum potential. Most staff are confident in recording accidents or first aid treatment. Very good team work and the use of an excellent range of good quality resources is used to stimulate children's interest. The setting has an excellent partnership with parents and carers, sharing information on children regularly. Healthy eating and lifestyles are particularly well promoted. Children's behaviour is very good and there are excellent relationships between all staff and children. The setting self-evaluates regularly in order to continually improve provision.

What steps need to be taken to improve provision further?

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

- ensure records required for the safe and efficient management of the setting and to meet the needs of the children are maintained accurately with particular regard to first aid treatment and accidents.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the setting as all staff are trained in their awareness and implementation of safeguarding procedures. Bolts on stair gates and outside doors ensure children's safety in the building and they are closely supervised at all times. All staff are appropriately vetted and no other adults have unsupervised access to children. A good safeguarding policy is read and understood by staff. The manager and owner have attended safeguarding courses

and relayed this training to staff. They would like to develop this further by giving all staff first-hand access to training, as they want all staff to be confident in the correct procedure for the recording of accidents and first aid treatment. Parents sign medical consent forms when their child starts at the nursery. Daily administering information is displayed in each room, ensuring children receive the correct medication. An effective risk assessment policy is used to protect children while in the setting and on trips. Daily assessments are also carried out to ensure children's safety at all times. Resources are continually checked to ensure they are clean and meet safety requirements. Fire drills are carried out regularly so staff and children know what to do in the event of an emergency.

The excellent organisation of exciting and colourful resources allows children to access most of them in order to develop their independence and to make progress in their learning. All the nursery staff hold appropriate qualifications and regular training is ongoing. The setting is continually finding ways to improve provision and all the previous recommendations have been successfully addressed. For example, children have been able to explore an ambulance and a helicopter by arrangement to allow them to have more first-hand experiences to develop their learning. Self-evaluation and monitoring of staff allows for any issues to be identified and addressed on an ongoing basis. Each member of staff has an annual one-to-one session with the manager and owner. They are able to discuss issues with them at anytime as there is such good team work and communication in the setting. New staff are effectively trained in the awareness and implementation of all policies and procedures.

The setting has excellent relationships with parents and carers. They are given information on every aspect of the provision at the beginning of the child's time at the nursery. They share information regularly both verbally and in the form of written records. Parents are very happy with the provision because they are made to feel their child's individual needs are being fully catered for both educationally and socially. They are confident their child is in a safe, friendly and secure environment because of the close links with staff. A regular report on their child's progress means they can be involved in their child's learning. The setting has close links with local primary schools, making the child's transition to school a happy experience. Staff also have access to advice and support from the local early years team to aid their professional development. This means they are better able to support children in their progress towards the early learning goals.

Although, there are at present no children with special educational needs and/or disabilities, staff have previously supported such children very well. The setting liaises with other professionals in order to fully support the children and maximise their learning potential. An effective equal opportunities policy ensures the needs of such children would be met in the future.

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

Children really enjoy being in this happy, friendly setting. Their individual needs are met and they are making good progress towards the early learning goals as a result of good planning informed by assessments. They take part in an extensive range of exciting and stimulating activities, such as exploring the textures of shaving foam, gloop and play dough. Children are beginning to learn early reading and writing skills. Younger children practise letter shapes in shaving foam while older ones are able to write their names and begin to recognise letter sounds. All children are confident in their use of a wide range of technological equipment, such as, push button toys, old mobile phones and computers. Older children are competent at using these independently for activities, such as creating and colouring patterns. They develop their mathematical skills well through the use of a wide range of toys, games and activities, as well as everyday situations, such as counting each other as they line up. Children concentrate and work well both together and independently. Staff's knowledge and interaction with children means they achieve their targets and make good progress.

Children feel safe and secure in the setting. They show this by moving confidently around each room, choosing their own resources and interacting very well with staff and each other. They are not unsettled by moving to another room as this is part of their daily routine. Babies laugh, clap and respond to singing. They settle down to sleep easily, watched by a member of staff. All children have a settling-in period when they first start at the nursery, so they can get to know their key person and become familiar with the other staff and children. This means they feel more secure as they stay for longer sessions. Children are closely supervised on large play equipment, so they feel more confident to try new things.

Children really enjoy learning about healthy eating by growing their own fruit and vegetables in the nursery garden. They eat these for lunch and take some home. This area is a particular strength of the nursery. Parents are given written information and ideas on healthy eating, so they can extend this learning at home. Children have access to their own water bottles throughout the day. Daily hand-washing routines before meals and after going to the toilet ensure children are aware of the reasons for this. They have fresh air and exercise outdoors everyday in the nursery garden and through trips around the local area to parks and other places of interest.

Staff ensure all children have equal opportunities and access to the resources. These adequately reflect a variety of cultures. For example, the dolls and books show people from other countries and cultures. Children learn about a wide range of festivals, such as, Diwali, Christmas, Easter, Hanukkah and many other celebrations. This is achieved through stories, songs and activities. The nursery takes part in various charity fund raising activities which increase children's awareness of diversity. There are excellent relationships between children and staff and behaviour is very good with clear boundaries being set. Children work very well together, sharing ideas and showing an interest in each other's activities. Babies respond with delight to songs and there is a very happy and friendly

atmosphere. Children are encouraged to take turns and be thoughtful towards each other.

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	1
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	1

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	1
The extent to which children make a positive contribution	1
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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met