

Little Strawberries

275 Shobnall Road, BURTON ON TRENT, Staffordshire, DE14 2BE

Inspection date	26/09/2013
Previous inspection date	19/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff provide a satisfactory range of activities and experiences overall, to help children make steady progress in their learning and development from their starting points and in readiness for school.
- Promoting children's personal, social and emotional development is a clear priority for the staff. Therefore, all children, including new children, are supported well to settle and join in activities due to the positive relationships developed with staff.
- A strength of the nursery is the outdoor area, which provides a wide range of play equipment to challenge and extend children's physical development.

It is not yet good because

- The programme of activities, use of resources and teaching methods used to further promote children's communication and language and mathematics, lacks challenge to further extend, in particular, the more able children's learning.
- The range and use of available resources does not consistently provide all children with a rich and varied environment, to further support their learning and development.
- The leadership team do not consistently monitor and support the quality of teaching and learning in the rooms to further improve the quality of activities and learning experiences, to further raise children's achievement.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor play area.
- The inspector held a meeting with the manager and gave feedback to the registered person by telephone and conducted a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day.

Inspector

Parm Sansoyer

Full Report

Information about 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. The nursery serves the local and surrounding areas. There is an enclosed outdoor area.

The nursery is open each weekday from 7.30am until 5.45pm for 51 weeks of the year. There are currently 102 children on roll, of whom 84 are in the early years age range, 15 are aged from five to eight years and three are aged over eight years. The nursery is in receipt of funding for the provision of early years education for children aged two, three and four-years-old. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 11 members of staff. Of these, one holds a qualification at level 5 in early years and 10 hold a qualification at level 3 in early years. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- introduce staff appraisals and increase the monitoring of rooms to provide more effective supervision, coaching and training opportunities for staff, to further increase their knowledge and practice in supporting children's learning across all areas of learning
- extend further the children's communication and language by ensuring activities have a clear learning intention such as, introducing new vocabulary, ideas and concepts and allowing children more time to talk and respond to questions.

To further improve the quality of the early years provision the provider should:

- make better use of information about children's progress to consistently provide challenging experiences to further extend children's learning, in particular, the more able children in the rooms and in mathematics
- increase further the range of resources and use of available resources throughout the nursery to provide a more rich and varied environment, to further support children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Positive relationships between parents and carers results in a steady two-way flow of information about the children's education. Consequently, children are appropriately supported for their next stage of learning. For example, parents and carers are keen to share information and observations about their children's progress, when they first start and any areas for concern they may have. The sharing of this information and early identification for additional support helps secure early intervention and support for these children. The nursery has recently introduced more opportunities for parents to get involved in their children's learning, such as using 'Sally Strawberry'. This is a soft toy who is taken home and photographs and a written account of her stay may be returned and shared with the group.

Overall the programme of activities, experiences and opportunities help children make satisfactory progress from their starting points. However, teaching and learning is variable as on occasions it lacks challenge. For example, the educational programme for mathematics does not provide a broad enough range of experiences and challenging resources to capture the children's interest. Consequently, older and more able children do not always benefit from sufficient challenge in their learning. Learning outcomes relating to children's progress in relation to their starting points are satisfactory. Staff know the children well and they make regular observations of what children do, like and enjoy. Therefore, they plan well for their interests and children mostly enjoy what is provided. However, all staff do not consistently use information about children's progress to provide rich experiences with a clear learning intention, in particular, to further extend the older and more able children's communication and language.

Children are warmly welcomed on arrival and staff make the time to talk to parents and carers to exchange information about their care needs. Children's personal, social and emotional development is fostered well because staff make the time to get to know the children's likes, preferences and dislikes and foster positive relationships with them. All children including babies, and those with special educational needs and/or disabilities, show a sense of belonging and are supported well to take part in activities.

Children's communication and language is developing. Staff provide appropriate opportunities for children to talk freely about their interests and listen to each other. For example, children are encouraged to bring in items and photos from home, which are used to help create discussion. Daily singing sessions are used well to support children's language development. However, staff interaction with children is variable as all staff do not consistently place enough emphasis on introducing new vocabulary, ideas and concepts during activities and allowing children time to talk and respond to questions. Therefore, children's learning not consistently fully extended.

Staff provide good opportunities for children to be physical outdoors with a wide range of challenging physical play equipment, such as the numerous climbing frames, slides, swings, wheeled toys and rockers. Indoors, babies have use of a ball-pool and items, such

as walkers and rockers to further extend and test their physical skills. Younger babies are given the space to move, roll, stretch and crawl safely. Older children are supported well to handle tools as they use scissors and build and construct. Children under two years use a varied range of discovery toys to increase their physical skills.

The programme for understanding the world is developing well. Staff provide regular opportunities for children to begin to learn about the natural environment as they are encouraged to observe and talk about changes in the weather and seasons. Children have some meaningful experiences to help foster their interests in the natural world. For example, children have created a wormery and have been looking for insects and have been comparing wild animals, farm animals and their pets. They have been planting and caring for carrots, cabbages, pumpkins and strawberries and learn to care for the pet rabbit and feed the birds. Children begin to learn about diversity through tasting various foods from other countries, such as Indian, Chinese and Polish foods as they learn about various religious festivals. This helps children to begin to respect and value differences within the nursery and the wider world.

Staff provide suitable opportunities for children to increase their literacy skills. For example, children begin to recognise their own name at registration and at snack time. Staff provide a variety of writing materials such as paint, crayons and chalk to encourage children to make marks. Children begin to link sounds and letters as some staff place an emphasis on emphasising the initial sounds of words during children's play and activities and through games, such as alphabet bingo.

Children over three years begin to count, sort, match and consider shape and size through using a varied range of puzzles, games and the computer. Staff use the daily routine, number rhymes and activities well for children to begin count. However, staff do not consistently provide an interesting range of resources, such as balancing scales, tape measures, sand timers, clocks, numbers and a challenging range of construction toys, to capture the children's interest. Consequently, children have few opportunities to work with numbers, consider quantities, weight, capacity and measures and use mathematical language during their play, such as in the sand, water and role play areas.

Staff provide a varied range of opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, small world toys and role play areas. Daily arts and crafts activities are popular with the children as they experience a range of painting techniques. All children, including babies, are encouraged to use their senses to explore resources such as rice, pasta, jelly, cereals and cornflour mixed with water.

Children attending the after school service have use of a separate room, a ball-pool and the outdoor area. Staff place a clear emphasis on providing a relaxed environment where children can freely choose to play with a range of toys and activities, which are enjoyed by the children and complements their school day well.

The contribution of the early years provision to the well-being of children

Children develop close relationships which are warm and caring with both staff and each other. Older children confidently move around the room deciding what to do and on occasions show sustained levels of interest and enjoyment in their chosen play. Children are well-behaved and learn about sharing and taking turns and respond well to reminders of how to behave. For example, 'Star of the week' is well-received by the children and reinforces positive behaviour. Staff have a secure knowledge of each child's background, health and family circumstances. Therefore, they accommodate children's emotional needs well during the day and are beginning to work well with parents to share key words in the children's home languages to support children with English as an additional language.

Overall, throughout the nursery the range and use of resources is satisfactory. However, there is scope to further increase the range of resources to offer more challenge and to help capture the children's interest and curiosity better. In addition, all staff do not consistently organise indoor space flexibly enough to make resources more easily accessible and open ended, so they can be used, moved and combined in a variety of ways. The outdoor offers a broad range of experiences to support children's play and physical development.

Children benefit from well-balanced, nutritious meals and snacks, which are freshly prepared on the premises by the cook. The environment is kept appropriately clean and staff adopt satisfactory hygiene practices to prevent the spread of infection. For example, tables are wiped over before lunch and protective clothing worn when changing nappies. Appropriate risk assessments are conducted and daily checks carried to minimise hazards in the environment. Children begin to learn how to stay safe as they are reminded why they must not run and how to manage the stairs. Children who walk from school to the nursery wear high visibility jackets and learn how to keep safe and cross the road safely.

The good sharing of information within the nursery results in good transition arrangements for children when they move room. Visits are tailored according to children's individual needs and careful consideration given to ensure children are ready to move room and parents happy. Strong links with the local schools means many of the school teachers visit the nursery prior to the children transferring to school and the sharing of information strengthening, to help support children's care, education and well-being.

The effectiveness of the leadership and management of the early years provision

The leadership and management team consists of the registered person, manager and acting deputy. Since the last inspection, the manager has taken on more responsibilities, such as covering in the rooms when required, collecting children from the local schools and additional administrative tasks. She acknowledges that this has resulted in her not placing a strong enough focus on the monitoring of the educational programmes and the quality of teaching and learning in the rooms. For example, monthly staff meetings and weekly room meetings keep staff

up-to-date about health and safety issues and provide opportunities for staff to discuss their assigned key children and plan activities. However, a strong enough emphasis is not placed on carrying out appraisals, staff supervision, coaching and providing additional training opportunities, to further increase staff's knowledge and practice in supporting children's learning. Consequently, teaching and learning is consistently satisfactory and on occasions good. The manager has a realistic overview of the nursery's performance at this time and there are appropriate plans in place to introduce appraisals and increase staff supervision and monitoring, to help raise the quality of teaching and learning, although they have not been implemented as yet.

The recommendation from the last inspection has been fully addressed and all staff have a clear understanding of the recording of accidents and first aid treatment. All the required records, policies and procedures are in place and up-to-date. Staff have a secure understanding of safeguarding issues in relation to child protection and how to implement the policy and procedures to secure the children's safety and welfare. There are appropriate systems in place to ensure staff are suitably vetted, qualified, inducted and their ongoing suitability, to help secure the children's welfare.

Parents and carers spoken to on the day are happy with the service they receive and are particularly impressed with how well the staff know their children and the time staff make to share information about their children. Parents and carers are kept well-informed through the detailed prospectus, useful noticeboards, regular newsletters and policies. Systems to keep parents informed about their children's achievements and progress are satisfactory. For example, parents receive a six monthly report, older children have a wallet attached to the wall and staff caring for babies complete a daily diary, which include information about the children's care and education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY227326
Local authority	Staffordshire
Inspection number	913990
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	102
Name of provider	Hannah Elizabeth Durose
Date of previous inspection	19/09/2011
Telephone number	01283 845554

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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