

Strawberry Fields Day Nursery

37 Stuart Road, Gillingham, Kent, ME7 4AD

Inspection date

23/01/2014

Previous inspection date

09/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff know children very well and as a result plan activities to effectively meet their individual interests and needs.
- Interactions between staff and children are warm and sensitive and as a result strong relationships are formed.
- Skilful, sensitive support for children's learning ensures that all children make good progress.
- Children receive sensitive, effective support to help them be emotionally well prepared for their moves within the setting and to school.

It is not yet outstanding because

- Staff make regular observations and precise assessments and use this information to effectively plan for children's needs and interests. However the systems used to record this information lack clarity in showing all the good progress children make.
- Systems for self-evaluation and monitoring, although good, do not clearly evidence the nursery's rate of improvement.

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 was shown all areas of the premises used by children.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector observed the interaction of staff and children throughout the day in a range of activities.
- The inspector undertook a joint observation with the manager.
- The inspector sampled documentation including children's progress records and a range of policies and procedures.

Inspector
Barbara Hall

Full report

Information about the setting

Strawberry Fields Day Nursery opened in 1990 and operates from four rooms in a house in Gillingham, Kent. All children share access to a secure, enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 74 children on roll, of which 62 are in the early years age group. The setting receives funding for the provision of free early education to children aged two, three and four. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year. The setting supports children with special educational needs and/or disabilities and those children who speak English as an additional language. The setting employs 15 staff, of these 13 hold relevant Early years qualifications.

What the setting needs to do to improve further

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

- make greater use of systems for self-evaluation and monitoring to clearly evidence the rate of improvement made in the setting and to make the process accessible to all involved
- streamline children's assessment records in order that they more clearly demonstrate how all children make good or better than good progress.

Inspection judgements

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

Staff provide a welcoming, friendly environment and both children and staff demonstrate they enjoy their time at the setting. Activities are planned to meet children's interests and needs across all areas of learning. As a result children make good progress in their learning and development. Staff have a good understanding of how children learn. Children are given time and support to make decisions about their learning and to access a wide range of resources and materials independently. Staff make regular, sensitive observations of each of their key children. They use this information to plan exciting and challenging activities which children enjoy. Staff complete written developmental records on each child and these are monitored for consistency. Next steps for learning are identified for each child and these are regularly shared with all staff and parents. Parents spoken to feel well informed of their children's progress and receive verbal and written information regularly. Appropriate arrangements are in place to complete the required progress check for two-year-old children and to share these with parents.

Children enjoy a good mix of adult-initiated and child-led activities. Staff sensitively support children and encourage them to explore materials and resources. This helps them to develop their independent learning skills confident in the knowledge that staff are nearby to extend their enjoyment and learning. There is an appropriate amount of structure and routine to the day and this helps younger children feel secure and supports older children to prepare for their move to school. Staff ensure that children's movement between activities and at mealtimes run smoothly. This means that children are not kept waiting unoccupied.

Staff skilfully help children's developing language and communication. Those staff working with the youngest children use good eye contact and simple clear language. For example when children are playing with model animals staff name unknown animals. As a result children's vocabulary is developing well. Throughout the setting children engage in conversation and use language to negotiate, ask questions and share their ideas. Staff and children sing rhymes and songs together as part of their play. When preparing for lunch two-year-olds play ring games and are encouraged to join in with the rhymes. Older children, playing outdoors in a large bubble filled puddle, sing songs about fish and bubbles. Staff allow children time to respond to questions, speak clearly, use repetition and regularly introduce new vocabulary.

Staff make good use of the outdoor area. All-weather clothing is provided by the nursery and as a result children have opportunities to explore the environment freely. The outdoor environment provides a range of opportunities for physical development as children are encouraged to climb, ride and explore. Staff provide resources such as paper, pens and large brushes so that activities to promote their pre writing skills can take place outdoors as well as indoors.

Staff work closely with the setting's Special Educational Needs Coordinator to support children with special educational needs. Staff liaise with parents and seek advice from other professionals in order that all children's needs can be effectively met. As a result of knowing children well activities are planned to address children's interests and this means all children are engaged in their learning. Children who speak English as an additional language are well supported. Staff liaise closely with parents and learn key words in the child's home language to help children, particularly while they are settling in at the nursery.

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

Children at the setting thrive in the caring, friendly and very happy environment. Careful thought has been given to the best use of the setting's layout including the attached enclosed garden area. As a result children's are provided with a stimulating well resourced environment where they develop excellent independence skills. The key person arrangements are highly effective and as a result strong emotional attachments can be seen throughout the setting. Children seek out familiar adults for reassurance and comfort when necessary. Staff sensitively manage children's time so they regularly have the

opportunity to play with older children. Staff working rotas are carefully planned so that children are always cared for by someone who knows them well. As a result children's social skills and confidence develop very well. Highly effective communication between staff and parents ensures that children's needs are well met and contributes to the relaxed, welcoming atmosphere at the setting.

Staff model excellent social skills by listening with interest to things children say, they speak kindly and positively to children and their colleagues and are extremely patient. There is a consistent approach to behaviour management throughout the setting. This, along with the strong relationships between staff and children ensures the behaviour of children is extremely good with children showing high levels of self-control. Staff give exceptionally good consideration to children's emotional well-being. All children receive a great deal of care and individual attention from staff who know their needs very well. Staff praise their efforts and recognise when they have been kind. Staff liaise carefully with parents to ensure that babies and the youngest children follow their own individual care routines. For example lunch is held back and kept warm for a baby who needs to sleep. Children can also sleep in the play rooms if preferred.

High priority is given to the safety of children. Thorough risk assessments are made and daily checks are comprehensively carried out. Staff encourage children to challenge themselves and manage risks when playing in the outdoor area. Even the youngest children discuss how to prevent accidents happening. Children are very well supported to develop an understanding of how to keep themselves healthy. Staff support children to wash their hands independently and talk about removing germs. A range of very nutritious meals and snacks are prepared on the premises. Staff eat with the children, acting as excellent role models. Activities are planned around healthy eating for the older children; staff base these around children's interests in super-heroes to fully engage them.

Staff prepare children very well to ensure they are emotionally well prepared for the next stages in their learning. Children spend time regularly in their next room in the setting accompanied by their key person. Staff work with parents to ensure that they are kept well informed about the process. The setting has developed good links with the local schools and reception teachers are invited to the setting to meet children who will be in their class. Staff speak positively to children about their move to school and support them by organising a range of appropriate activities to make this move as smooth as possible.

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

The leadership and management team of the nursery is efficient and very supportive and as a result the staff team work well together. Systems are in place to monitor that the educational programmes are successful in ensuring children make good progress. Senior staff monitor children's development folders to ensure that planning and assessment are consistent. The manager has an overview of the progress made across the nursery in order to identify where there are gaps in provision or progress for groups of children. However the current systems are not very streamline so it is not always easy for everyone

that uses them to clearly see the good progress made by children.

An appropriately trained member of staff takes lead responsibility for safeguarding children. Clear policies are in place and all staff are aware of the procedure to follow if they have any concerns about any child's safety or well-being. Robust recruitment procedures are in place to ensure that children receive care from fully checked and suitably trained staff. Regular risk assessments are made to identify potential hazards and safety checks are carried out daily.

Effective systems for staff supervision and performance management are in place. As a result of this appropriate support can be planned for all staff as necessary. A thorough induction procedure is in place. All staff and parents contribute to the self evaluation of the setting. Priorities for continuous improvement are clearly identified and positive changes effectively put in place. However this information is not recorded in a consistent way so at times it can be difficult for everyone involved to access and fully understand it.

The nursery has developed good links with other professionals and childcare providers. This ensures that there is coordinated and consistent care to meet children's all round developmental needs. Parents are made to feel very welcome at the setting. They speak with staff daily and receive regular written information. As a result they feel well informed of their children's progress. Parents state they find staff to be helpful, friendly and very approachable. Parents feel they can recommend the nursery to their friends as they feel reassured that their children are safe and well cared for. When her child left the setting one parent stated "Strawberry Fields isn't just a nursery, it's like another family for my son."

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	103731
Local authority	Medway Towns
Inspection number	839248
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	74
Name of provider	Carrie Dann
Date of previous inspection	09/11/2009
Telephone number	01634 577282

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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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