

Strawberry Poppets Nursery School

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

Inspection date	19/03/2014
Previous inspection date	02/06/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not safeguarded adequately. The provider does not demonstrate that she has obtained all checks required to ensure the suitability of all staff and some children's individual needs are not always consistently met due to poor deployment of staff.
- Staff do not consistently promote all areas of learning, which hinders some children's communication and language skills, including those children who speak English as an additional language. In addition, staff do not promote all the characteristics of effective learning and younger children are not learning the importance of appropriate behaviours.
- Staff do not work with parents, carers and other practitioners, when children attend more than one setting to accurately assess and plan for children's individual learning. Therefore, children are not consistently challenged, or enjoy their learning.
- Leadership and management is weak. There is insufficient monitoring of the practice within the nursery and of children's learning. This results in a lack of continuous improvement.

It has the following strengths

- Children's health is supported appropriately and they benefit from experiencing smooth transitions from home, from one playroom to another and onto school.

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 all three playrooms.
- The inspector held meetings with the managers and provider of the provision.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of all practitioners having contact and working with children.

Inspector

Dianne Adams

Full report

Information about the setting

Strawberry Poppets Nursery School was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Featherstone and Hilton Community Centre in Featherstone, South Staffordshire. The nursery is privately managed and serves the local area. There is opportunity for children to access an area available for outdoor play. The nursery employs 14 members of staff, including the provider, cook and domestic staff. Of these, 11 hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. Children attend for a variety of sessions. There are currently 73 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- obtain an enhanced criminal records disclosure for all persons working on the premises, with specific regards to the cook
- ensure the deployment of staff meet the individual needs of all children
- improve the supervision of staff and monitoring of teaching and children's learning within the nursery to foster a culture of mutual support and continuous improvement
- extend learning by using assessment information of children's individual achievements to: identify children's learning priorities in partnership with parents, carers and other practitioners when children attend more than one setting, and to plan enjoyable and challenging experiences in all areas of children's learning so that they are ready for school
- improve children's communication and language skills for speaking, by, for example, using all opportunities to engage with younger children in turn-taking conversations, model building sentences and introducing new vocabulary, and providing older children with time to think and successfully answer questions
- promote all characteristics of effective teaching and learning, with specific regards to supporting children aged over two years to think critically and convey their ideas and to enabling children to play and explore from a range of accessible resources
- increase the support given to children to talk and learn about the consequences of their behaviour and to learn that some behaviour is unacceptable, so that they can learn to keep themselves and others safe, with particular regard to children over three years
- improve the support given to children to develop the languages they speak at home by providing them with opportunities to use those languages in their play and learning.

Inspection judgements

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

Overall, teaching is weak. Some staff lack the knowledge and skills to promote the seven areas of children's learning in sufficient depth and breadth. This results in some children not being ready for their next stage in learning or for school. Some staff working with children under the age of two, have a poor understanding of how to consistently promote children's communication and language. This results in teaching that does not sufficiently challenge this group of children or build on the progress they have made in this prime area of learning. For example, when children babble, make sounds or say single words, staff do not engage with children in turn-taking conversations or model building sentences by repeating what children say and adding another word. Also, while children explore interesting resources, such as different types of brushes, staff do not make the most of the opportunity to introduce new words. In comparison, children aged two to three years confidently use language to convey their experiences and thoughts. They explain to visitors what they are drinking at tea-time and how they have seen a rabbit in the garden. In addition, children aged over three years are developing their attention and listening skills as they listen to stories and speak clearly as they name items in a basket during a memory game. Some children attend the nursery who speak languages other than English at home. Through discussions with parents staff are aware of these languages, but choose not to provide children with opportunities to use their home language in their play and learning. This does not promote children's language development at home.

Staff strive to meet the individual needs of children attending with special educational needs/and or disabilities. For example, staff ensure additional resources are made available to promote their learning and develop their senses. However, due to the organisation of staff within the nursery to cover staff absence, children do not always have their individual learning needs met by knowledgeable and fully informed staff. Staff working with children of all ages do not always reflect on the different ways children learn. As a result, they do not consistently support children to develop the characteristics of effective learning. For example, staff leading a memory game activity with children aged over three years, do not ask probing open-ended questions about the items children are exploring or support children to convey their ideas. In addition, they do not give children time to think and successfully answer questions during story-telling activities. This does not encourage children to think creatively and does not support their language and communication skills. Staff working with children aged two to three years do not always enable children to make their own decisions and choose what they want to do. For example, after tea, children are provided with resources chosen by adults. This does not fully support children to play and explore.

Staff observe children at play and collate their findings in children's individual learning profiles. The key person uses the information to assess what children know and can do. However, assessment is not consistently rigorous or accurate. It does not include ongoing observations from parents, carers, and other practitioners, when children attend more than one setting. In addition, children's learning priorities are not systematically identified by the key person or used to plan purposeful and interesting activities, which are matched to children's individual needs. As a result, some children are not sufficiently challenged or actively involved in their learning. Nevertheless, parents and carers are invited to share their children's interests, learning and routines at the beginning of the placement, which is recorded on an 'All about me' sheet. They are informed about what their children have enjoyed doing each day through daily discussions, and by taking home a written diary

sheet. In addition, some parents and carers of older children inform their key person of what they have seen their children achieve at home which is placed on the proud cloud and displayed on the wall.

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

Children's well-being is not protected as staff do not demonstrate a sufficient knowledge of the safeguarding procedures to keep children safe. In addition, communication with staff who are covering for absence is not adequate. They are not informed of specific care practices that are in place to meet individual children's needs. This results in some children's individual care plans not being followed. This does not support children's physical and emotional well-being. Staff working with children under two years, are not skilful at recognising the lack of concentration demonstrated by some children who are not engaged in their learning. This results in some children wandering around the environment and displaying unacceptable behaviours. For example, some children lose concentration while exploring brushes and throw the brushes across the playroom. While other children constantly get up from the dinner table and attempt to climb up cots. Staff do not manage these behaviour appropriately or give children clear explanations. Instead, some staff ignore the behaviours, while others attempt to use ineffective strategies such as singing nursery rhymes. In addition, staff working with children aged two to three years consistently remove children when climbing onto the window sill and say 'no', with no discussions. This does not support children to learn how to keep themselves and other safe.

Children benefit from experiencing smooth transitions from home into the nursery. They are supported by their key person to settle gradually and in their own time. Children and their families are warmly greeted by staff as they arrive and children enter the nursery happily. This helps to develop their confidence and gives them a sense of security. As children get older, they are also supported to move into a different playroom or onto school. For example, children benefit from regular visits to their new playroom with their key person and are given time to develop new and trusting relationships. Before the move to school, children benefit from becoming familiar with the school environment by participating in events, such as Sports Day and assemblies. They get to know their teachers who are encouraged to visit them in the nursery and read stories.

Children are developing an appropriate understanding of the importance of physical exercise and a healthy diet. All children access fresh air and exercise daily by walking to the public park next to the nursery. Children also enjoy trips out in the local community and are encouraged by staff to show an interest for the world around them. For example, they are supported to identify vehicles on the road and listen to different noises. All children enjoy a healthy and nutritious menu and are provided with freshly prepared meals and snacks throughout the day. They follow appropriate hygiene routines and develop their self-care skills by being encouraged to feed themselves and wash their hands at appropriate times. Independence is encouraged as older children help serve themselves to their lunch.

The effectiveness of the leadership and management of the early years

provision

Staff do not fulfil their responsibilities in meeting the safeguarding, welfare and the learning and development requirements of the Early Years Foundation Stage. This results in breaches that have a significant impact on children's safety and well-being. In addition, one requirement of the Childcare Register is also not met. Managers do not demonstrate that they obtain an enhanced Disclosure and Barring Service check in respect of every person who works on the premises, with specific regard to the cook. This does not safeguard children's welfare. In addition, although staff arrangements ensure ratios are adequately maintained, the deployment of staff does not always ensure the individual needs of all children are consistently met. Nevertheless, staff are recruited safely and information is obtained to check their employment history, health and qualifications. Staff demonstrate a suitable understanding of child protection procedures and are familiar with the signs and symptom of child abuse and know what action to take if they have any concerns about a child's welfare. The nursery records this information clearly in a written safeguarding policy, which is shared with parents and staff. Children enjoy a safe and secure environment because staff identify all hazards and take appropriate steps to minimise them.

Leadership and management within the nursery is weak. Although staff are appropriately qualified to meet their roles and access training in areas, such as first aid and safeguarding, weaknesses in the quality of teaching and the impact on individual children's learning have not been clearly identified. Managers observe the practice of staff and provide staff with an annual appraisal. However, developmental feedback has not been regular enough for teaching to improve quickly. Managers and staff do not identify individual targets or develop an action plan to ensure staff continue to develop their practice over time. In addition, managers and staff have not kept abreast with changes within the early years forum. This does not foster a culture of mutual support and teamwork and results in an inconsistent approach from staff to children's learning.

Self-evaluation is poor. Although steps have been taken to address the action raised at the previous inspection, staff have not improved upon the recommendations. For instance, the planning of activities does not challenge all children's learning and the range of resources and equipment for children aged two to three years is not always readily accessible to all children. In addition, staff have not continued to identify or effectively tackle the most significant areas of weakness. This does not support continuous improvement. Staff endeavour to develop positive relationships with parents and carers, who welcome the flexible service provided. Staff seek the views of parents and carers both verbally and through written questionnaires. Parents and carers spoken to on the day of inspection are satisfied with the service they receive. They state that children settle quickly and flourish. They particularly value the partnership working that is developed with external agencies, such as speech therapists, which they feel supports staff and children to make progress in their learning. Staff value and use the views of parents and carers to reflect upon their practice and to occasionally make changes within the nursery. For example, changes have been made to the menu to ensure all children, including those who attend part-time, enjoy fruit and vegetables each day. There are also plans to provide children with a designated outdoor play area in the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure all persons in regular contact with children is suitable by obtaining an enhanced Disclosure and Barring Service check, with specific regard to the cook (compulsory part of Childcare Register).
- ensure all persons in regular contact with children is suitable by obtaining an enhanced Disclosure and Barring Service check, with specific regard to the cook (voluntary part of Childcare Register).

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	218500
Local authority	Staffordshire
Inspection number	871245
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	73
Name of provider	Anna-Marie Bissell
Date of previous inspection	02/06/2011
Telephone number	01902 727211

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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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