

Little Strawberries

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

Inspection date	16/05/2014
Previous inspection date	26/09/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Play activities offer interesting and enjoyable experiences for all children, who overall, are supported appropriately in their learning. As a result, children are happy in their play and are prepared for their next stage of learning, including school.
- The management team are forward-looking and aspire to be proactive in ensuring that continued improvements occur consistently throughout the provision.
- Partnerships with parents are well established. This contributes well to children's well-being and enables them to make steady progress in their learning and development.

It is not yet good because

- The supervision of children as they sleep requires improvement and repairs to the premises are required to ensure they are well cared for and safe at all times.
- Children's communication and language skills are not always promoted to best effect because they are not given enough opportunities to think about what they are learning and to ask questions.
- Staff's practice to skilfully question children during play and activities is variable. This means that children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.

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 play activities and staff interaction with children, in the indoor and outdoor environment.
- The inspector spoke to staff and children and held meetings and discussions with the manager.
- The inspector examined a representative sample of documents, including children's records and policies, and checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

Little Strawberries was registered in 2002 and is privately owned. The nursery operates from a converted, two-storey house in Burton-upon-Trent in Staffordshire, serving the local and surrounding areas. Children have access to an enclosed outdoor area. There are currently 111 children on roll; of whom, 96 are in the early years age range. Children attend for a variety of sessions. The nursery is open five days a week, from 7.30am to 5.45pm, Monday to Friday, all year round except for bank holidays and one week at Christmas. The nursery is in receipt of funding for the provision of early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 11 members of staff who work directly with the children; all of whom hold appropriate qualifications in early years. Of these, one holds a qualification at level 5 and 10 at level 3. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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:

- ensure children are supervised at all times, for example, while they are sleeping, to assure their safety, particularly during lunch periods when parents are accessing the building
- ensure flooring at the entrance, the ground floor window and the interior garden gate are repaired and made safe.

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

- improve the quality of teaching by identifying gaps in staff knowledge, so that children are helped gain the highest levels of achievement possible, for example, by embedding a consistent approach to skilfully questioning children during play activities, to further enhance their critical thinking and creativity
- develop the educational programme for communication and language by improving opportunities for children to think about what they are learning and to ask questions.

Inspection judgements

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

Educational programmes have a balanced mix of adult-led and child-initiated activities. Children are allowed to initiate their own play experiences, which builds their confidence as they learn to explore and relate to others in this warm and friendly nursery. Children learn by leading their own play as staff respond to their emerging needs and interests. Staff support active learning by allowing children time to concentrate and keep on trying if they encounter difficulties, and this results in children clearly enjoying their achievements. For example, in the baby room young babies are negotiating a multitude of physical skills to pull themselves up and learn to take their first steps. As they make their way across the room staff support their efforts with enthusiastic praise and by supervising the movement of the babies in order to keep them safe. Children show their approval with applause and smiles and a sense of achievement. This results in children who are happy, confident learners, desiring to have a go and to master new skills at an early age. Children are listened to and their ideas are valued. Children explore their own ideas, and are able to re-shape tasks and decide for themselves when to change direction in their play. Overall, children are gaining the necessary skills to support their future learning.

The quality of teaching is variable in the use of skilful questioning to extend learning and encourage creativity and critical thinking. As a result, children are not always challenged in their learning to solve problems and sustain their thinking. Staff's practice is based on a sound knowledge and understanding of how to carry out regular assessment of children. For example, starting point information is taken from discussions with families on introduction to the nursery. Staff observe children at play and record observations, placing regular notes in children's profiles. This gives parents opportunities to add notes of their own to place beside the staff observations, encouraging participation in the assessment of their children's skills. Effective use of the progress check for children between the ages of two and three years has enabled staff to understand what children can do and the areas where additional intervention may be needed, to ensure children consistently make steady progress in relation to their starting points. However, children's communication and language skills are not always promoted effectively because they are not always given enough opportunities to think about what they are learning and to ask questions to extend their understanding.

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

Staff understand their roles and responsibility, to ensure children's care routines meet their social and emotional needs. This means that children quickly become familiar with the daily routines and settle into a close personal relationship with the baby room staff. This results in secure attachments for children and a growing independence and confidence in their sense of belonging. For example, staff encourage babies to express themselves by hanging pans, spoons and natural utensils from the fence in the babies' separate garden, so that babies rattle, jingle and bang with wooden spoons to create music of their own.

Staff are good role models for children, giving clear guidance on expected behaviour. Consequently, children are reminded of the importance of cooperation and sharing, and display mutual respect for the adults who care for them and their peers. Children initiate their own imaginative play in the nursery shop, where they imitate parents in buying the weekly shopping from an attractive supermarket, selling fruits, vegetables, bread and groceries. They learn to use the online shopping system using technology, demonstrating proficient skills in the use of a shared computer in their play. Younger children are supported and encouraged by the older children, as they guide each other to solve problems and try out different solutions. Staff provide clear guidance for children about what is acceptable behaviour. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences, greeting each other in a variety of cultural languages. Children are gaining an understanding of risk through activities that encourage them to explore their environment. For example, in the outdoor garden they use a large trampoline, a variety of bicycles, scooters, footballs and a two-tier wooden play house with ladders and slides, to develop their physical skills. Staff and gardeners are preparing to cultivate herbs and vegetables in the garden, providing opportunities for children to grow their own healthy food, enjoy exercise in the fresh air and explore the natural environment outside.

Staff demonstrate an awareness of potential and actual harm to children and skilfully guide children towards taking risks for themselves. There are age-appropriate discussions on how to use the trampoline safely with only two children at a time. When climbing on the apparatus children are asked, 'can you manage that on your own?'. This gives children valuable opportunities to assess their own competence and ask for support when necessary. Staff only intervene when children seek their help in carrying out tasks, promoting independence and self-esteem. However, a more stringent system to provide close supervision of children at all times is needed, particularly with regard to children sleeping as part of their daily routine. This is because, although staff check children regularly and/or use a monitor, there are occasions when sleeping children are left unattended for a brief period while waking children are escorted back to the toddler room across the hall. This is also a time when parents access the building to collect children. Children's behaviour shows they feel safe in the setting, as they question visitors with many enquiries and show inquisitiveness in the actions of adults around them. Staff promote clear messages regarding healthy eating, encouraging children to serve their peers. Children learn skills of pouring their own drinks from a jug, clearing cups and plates from tables and maintaining personal hygiene appropriate to their stage of development. As a result, children are adept at self-help skills and are socially and emotionally prepared for school.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are generally understood by the manager, who understands her responsibility in keeping children safe, outlining the procedures of what to do if there are concerns over a child. However, this inspection was prioritised due to concerns received by Ofsted about the

supervision of children while sleeping and the state of the premises. It was found that the provider does not always ensure adequate supervision of children while they are sleeping, especially during the lunchtime period. This is because while waking children are taken from the sleep room to the toddler room, other sleeping children are left unsupervised. This is at a time when parents are accessing the building to collect children. It was also found that there are currently renovations being completed to the premises. On the day of the inspection a tour of the premises revealed the downstairs toddler room window has moved to provide a gap of approximately half an inch. This causes a draught. The manager states that the window is a priority for repair with a replacement window. Furthermore, it was found that the mat at the front entrance is worn and requires replacement before it becomes a trip hazard. The bolt on the interior garden gate coming back into the building from the garden, is very stiff to open and close and this requires repair to make it safe. This is also a breach of Childcare Register requirements.

Partnerships with parents and schools is a strength of the nursery. The manager works closely with local schools to provide some continuity in children's care and learning. Parents report satisfaction in the encouragement offered to children participating in the school readiness programme. Monitoring and evaluation of children's learning and development provides a broad overview of children's skills, abilities and progress. In addition, although staff have access to training, and this helps to enhance practice, it is not always sufficiently focused on improving the quality of teaching, to benefit the overall development of children.

The management team aspire to identify and address areas for development. For instance, since the last inspection resources have been restructured to provide separate learning areas for children, to support staff and children in further developing their knowledge of the seven areas of learning, in order to further promote the interests of children.

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 that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the 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	EY227326
Local authority	Staffordshire
Inspection number	975018
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	111
Name of provider	Hannah Elizabeth Durose
Date of previous inspection	26/09/2013
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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