

# Strawberry Poppets Nursery School

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

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 19/09/2014 |
| Previous inspection date | 19/03/2014 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 4 |
| 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            |                         | 2 |
| 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

- The quality of teaching is good. Staff accurately observe and assess children and plan for the next steps in their learning.
- Staff are fully aware of how to keep children safe and well protected. They are confident about the action to take if they have any concerns about a child's welfare.
- A well-established key-person system helps children to form warm and secure attachments, promoting their emotional well-being and independence.
- Strong and effective partnerships are established with parents, other professionals and providers. This promotes good continuity of care and learning for children.
- The provider and manager are highly committed to continue raise standards and have taken swift and effective action since the last inspection.

### It is not yet outstanding because

- Images across the nursery do not yet fully reflect diversity. As a result, further opportunities to enhance children's understanding about difference and similarities between themselves and others are sometimes not extended.
- Staff occasionally miss opportunities to enhance children's awareness about where food comes from and foods that contribute to their good health.

## 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 manager provided the inspector with a tour of the three playrooms.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and safeguarding policies and procedures.
- The inspector observed activities for children and the interaction between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, planning documentation, policies and procedures and the provider's self-evaluation.
- The inspector spoke to children and staff and took account of the views of the parents spoken to on the day and from information included in the nursery's own parental questionnaires.

## Inspector

Sharon Hennem-Dale

## Full report

### Information about the setting

Strawberry Poppets Nursery School was registered in 2000 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. Children are able to access an area for outdoor play. The nursery employs 13 members of staff. Of these, 10 hold appropriate early years qualifications at level 3, one holds a qualification at level 2 and two are unqualified. 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 41 children attending, all of whom are in the early years age group. The nursery provides funded early education for 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 further improve the quality of the early years provision the provider should:

- enhance children's early understanding of diversity, for example, by providing a range of positive images that reflect differences and similarities in children and their local community
- provide children with more consistent opportunities to develop their understanding of being healthy, for example, by encouraging children to think about the food available at mealtimes, where it comes from and how it can contribute to healthy eating.

## Inspection judgements

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

Children make good progress in this caring, vibrant and stimulating nursery. Staff have a good understanding of the learning and development requirements and provide children with a good balance of adult-led and child-initiated activities. Since the last inspection, the management team has taken time to carefully develop the systems used for observation, assessment and planning and to build the confidence of the staff team in using these. As a result, there are effective systems in place to make sure that staff identify and meet the needs of each individual child. Staff record regular observations on children's achievements, summarising their learning and development and note the characteristics of effective learning displayed by children in their play. They accurately identify children's next steps in learning and incorporate these into the planning of future activities. This helps to ensure activities are meaningful and enjoyable to children and reflect their stage

of development. Consequently, children are progressing well towards the early learning goals and acquiring the skills needed for their next stage in learning. Teaching is good. Staff have received successful training to enhance their teaching skills. As a result, they show a greater confidence in knowing how to adapt activities individually for children and how to implement effective strategies to help them to remain engaged during small group activities. For example, staff plan an activity using a bubble mixture to motivate toddlers to try to make their own bubbles with small hoops. This ignites children's curiosity and therefore, their interest is sustained as they are eager to create and blow their own bubbles. In the baby room, staff provide and gently encourage babies to explore a range of exciting sensory resources. These include objects, such as bottles that contain glitter and water and toys, which make a variety of sounds when different buttons are pressed and flaps are lifted. As a result, babies' interests are captivated and their early investigative skills are facilitated well. Staff provide a strong focus on developing children's mathematical skills and effectively use everyday play to introduce mathematics to the children. For example, pre-school children are challenged as they are asked to find and say hidden numbers in the sand. Staff skilfully support children and provide a good level of challenge as they practise their recognition of numbers to 20. Children's early writing skills are encouraged through a variety of activities. For example, babies are encouraged to make marks using chalk and pre-school children are able to practise their pencil control as they write their names and draw. As a result, children are well prepared for the next stages in their learning, including starting school.

Children are regularly supported to develop their communication skills as staff use lots of language to build their vocabulary and skills. For example, as pre-school children play with dinosaurs, staff engage in meaningful conversations with them and use effective questioning techniques to explore their understanding, such as 'Are volcanoes hot or cold?' When needed, staff sensitively model sentences to help children to express their ideas. In the baby room, babies join in enthusiastically as staff say the names of the different animals on flash cards. Staff praise the babies' early attempts in making the different noises of the animals and as they try to say the animal names. Children with English as an additional language are supported well as staff liaise with parents to obtain key words in home languages and display these visually around the nursery. In addition, the nursery has also introduced Makaton signing to all children to support their developing communication and language. Consequently, children develop confidence in expressing their ideas and thinking and all children, including those, who speak English as an additional language, make good progress towards the early learning goals. Staff have made several changes to enhance the environment since the last inspection. For example, cosy corners promote relaxation and rest and are resourced with an attractive range of age-appropriate books. The new investigation areas have exciting, inviting treasure baskets for children to explore a range of natural materials. Consequently, children have a wide range of opportunities to challenge them in all areas of learning. Colourful displays celebrate children's work and are often interactive to promote their critical thinking skills. For example, as part of a topic on families, a display asks pre-school children to place their photograph on a table to show if they have a brother or sister. Displays also provide excellent information to parents and are highly attractive and informative. Each playroom is welcoming and well-thought-out with resources easily accessible for children, which gives them the confidence to play, explore and ensures they are eager to take part in activities. However, there is opportunity to extend the good experiences already provided

by adding a range of positive visual images of diversity, to enhance children's learning and understanding of similarities and differences between themselves and others.

Staff know children very well and parents are actively encouraged to support and share information about their child's ongoing learning at home. For instance, parents share special moments to be included on the proud wall, contribute observations of their child's development at home and share the next steps, which they feel their child needs. Staff work closely with parents to make initial assessments of their children's starting points on entry and home visits are made to find out about their routines, preferences and interests before they start at the nursery. The key-person system ensures that parents are kept well informed of children's progress through regular verbal and written feedback. They comment that they appreciate that staff quickly share any concerns with them. Where children have special educational needs and/or disabilities, staff work in partnership with parents to ensure that they are quickly supported. This means that children continue to make good progress. Staff and parents also work closely together to complete the progress check for children between the ages of two and three years. As a result, any gaps in children's learning are identified and quickly addressed.

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

Children are happy, confident and secure within the nursery and demonstrate they have made secure attachments with their key person. The provider, manager and staff create a welcoming friendly atmosphere, which enables all children to quickly settle and supports their emotional well-being. Staff are nurturing and caring, offering reassurance or cuddles if needed. Consequently, children confidently approach visitors and involve them in their play, which demonstrates that they feel safe and self-assured. Staff gather detailed information from parents for all aspects of their child's care. For example, routines are adapted, so that babies and toddlers feel secure and can sleep when needed, so home routines can be continued. New children and their parents are welcome to 'stay and play' at the nursery for flexible periods of time before they start. This helps them to adjust to the change and familiarise themselves with the new environment. Children are gradually settled into new rooms when it is time for them to move into a different area within the nursery. They are also well prepared for school. Staff have good links with the local schools and organise regular activities and visits. Staff invite teachers into the nursery and pre-school children attend several events, such as sports day at the school. Consequently, staff help children become emotionally prepared for change, such as the move onto the next stage of their learning.

Children's behaviour is consistently good because it is managed positively with praise and encouragement. Staff follow clear and consistent behaviour management strategies and are consistently good role models for children. When appropriate, staff explain why children's behaviour is not acceptable. As a result, children play cooperatively with each other and they are developing good social skills. Behaviour incentives, such as the 'Busy Bee' award for pre-school children, promotes helpful and kind behaviour towards others. This raises children's self-esteem and allows them to share their achievements with parents. Consequently, children gain a sense of responsibility and they understand what staff expect of them. Staff follow daily risk assessment checks and they are vigilant in

ensuring that the environment is safe and secure. They demonstrate a good understanding of how to minimise risk to children. For example, staff are aware of the hazard created when water from an activity is splashed on the floor and take prompt action while ensuring children are closely supervised. Fire evacuation procedures are implemented on a regular basis, so that children understand what to expect in an emergency. Children show a good awareness of their own and others safety through well-established routines, for example, they know they need to share the resources, tidy up after themselves and take turns.

Children move around the nursery confidently and they are happy to explore their surroundings. Resources are clearly labelled with words and pictures and easily accessible for children. As a result, this promotes children's confidence and enables them to make active choices in their learning. Mealtimes provide good opportunities for children to develop their independence and foster their self-care skills. For example, pre-school children collect their cutlery, pour themselves drinks and serve themselves food at lunch time. Children's individual dietary needs are discussed with parents and staff ensure that any health needs, including any allergies are taken into account. Staff promote good health and hygiene routines and children demonstrate a good understanding of managing their own personal needs and know they need to wash their hands at appropriate times during the day. Children generally develop a good understanding about how to keep healthy. However, there is opportunity during mealtimes to further enhance children's understanding of where foods come from and how they can contribute to their good health. Although, the nursery does not have direct access to an outdoor environment, staff ensure that children have plenty of opportunities for fresh air during daily outdoor play using the centre's facilities. A good variety of equipment is available and children have a secure space to run around. This promotes children's physical skills and contributes to their well-being. Further visits to the local school and park enables children to learn to take risks in a more challenging, yet safe environment as they use the adventure playground facilities.

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

There has been a sustained and successful improvement to the quality of care and education received by children from the nursery since the last inspection, where the nursery received a number of actions to improve and one subsequent monitoring visit. Safeguarding policies and procedures have been carefully reviewed and are regularly updated by the management team. Recruitment, vetting and induction procedures ensure that a Disclosure and Barring Service check is obtained and regular declarations are used to support staff's ongoing suitability. This ensures that the necessary checks have been carried out on all staff and that they are suitable to work with children. All staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements and how to keep children safe from harm. Staff attend safeguarding training courses, they know how to identify signs of abuse and are aware of the procedures to follow if there are concerns about a child or if there is an allegation against a member of staff. The majority of staff have attended paediatric first-aid training, which enables them

to administer first aid, when required.

The provider and manager are highly committed and have taken swift and effective action since the last inspection. They have met the challenge to improve teaching and learning with determination and are passionate and driven to provide the best possible outcomes for children. As a result, a culture of continuous improvement is fostered among the staff team. The manager regularly monitors all children's learning and development to ensure that all children make consistently good progress towards the early learning goals and that teaching supports all children appropriately. Consequently, individual children or groups of children with special educational needs and/or disabilities are targeted swiftly, so that appropriate interventions are sought to close any gaps in learning. Extensive staff training since the previous inspection has enhanced and strengthened staff practice and ensures that children are provided with a range of challenging and enjoyable experiences, which cover all areas of learning. A more effective deployment of staff has enabled the strengths of others to be utilised to support less confident staff, facilitating continuous improvements to practice. As a result, all children are making good progress and their needs are supported consistently well. Regular supervision now in place identifies staff personal development needs, including further training and support. This results in a positive commitment from all members of the staff team to their continuing professional development.

The actions raised at the last inspection have been fully met and the provider and manager have a clear vision for the future development of the nursery. There are clear and well-targeted action plans in place and continuous and significant improvements have been made. Consequently, the capacity for continued improvement is good. Self-evaluation is thorough, ongoing and accurately identifies the strengths of the nursery and priorities for future improvement, such as the provision of an easily accessible outdoor area. Staff also monitor the nursery's effectiveness by obtaining the views of parents and children. They work well in partnership with parents. There are a variety of strategies to encourage parental involvement and this promotes good learning outcomes for children. Parents spoken to were positive in their praise of the nursery and the supportive, friendly and family atmosphere. Written comments by parents are also very complimentary about the staff relationships with them and their children and the progress and development their children have made. Staff demonstrate a firm commitment to working with other providers and professionals to support children. For example, there are good links established with the area special educational needs coordinator and speech and language support. This ensures that all children's learning and development are promoted. Effective links are also made with other providers as information on children's learning is obtained and shared with both previous and other current providers they attend. As a result, there is effective continuity in children's care, learning and development, which supports their well-being.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 218500                   |
| <b>Local authority</b>             | Staffordshire            |
| <b>Inspection number</b>           | 967890                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 41                       |
| <b>Number of children on roll</b>  | 41                       |
| <b>Name of provider</b>            | Anna-Marie Bissell       |
| <b>Date of previous inspection</b> | 19/03/2014               |
| <b>Telephone number</b>            | 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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