

Strawberries Private Day Nursery

Eaglesfield Drive, Bradford, West Yorkshire, BD6 2PY

Inspection date	09/10/2014
Previous inspection date	16/04/2010

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		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 the teaching is good. Staff listen to children and follow their interests, planning appropriate activities to build on individual children's learning. Children with special educational needs and/or disabilities are supported extremely well by staff, who are skilled at meeting their needs. As a result, children make good progress relative to their starting points.
- Children's behaviour is good because staff are excellent role models and teach children about the expected behaviour in the nursery.
- Good partnerships are in place with parents and external agencies. Staff use a well-established key-person system and welcome parents' support and input into children's learning. Daily discussions ensure that there is a joint approach to sharing information. As a result, children are happy and settled.
- Children are safeguarded and protected from harm because staff clearly understand and implement a range of policies and procedures effectively.

It is not yet outstanding because

- Opportunities for further extending the younger children's self-help skills are not always fully incorporated into their daily routines, such as at snack and mealtimes.
- Supervision of staff is not always focused on further enhancing the already good quality of teaching and care to an outstanding level, in order to maximise children's attainment.

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.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector held meetings with the manager and the owner of the provision and spoke to staff throughout the inspection when appropriate.

Inspector

Amanda Forrest

Full report

Information about the setting

Strawberries Private Day Nursery was registered 2004 on the Early Years Register. It operates from single storey, detached premises in the Woodside area of Bradford. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday for 51 weeks of the year, as they are closed over Christmas. Sessions are from 7am until 6pm and children attend for a variety of sessions. There are currently 58 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and a number of children with English as an additional language. The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- enhance the organisation of routines, such as at mealtimes, to incorporate opportunities to enable children to practise and develop their self-help skills even further, for example, by pouring their own drinks with appropriate-sized jugs, selecting their own snacks and helping to tidy away afterwards
- build on the existing systems of performance management, for example, by introducing peer observations and ensuring that targets raised for staff are precisely focused and lead to an astute programme of professional development to further improve staffs' already good teaching skills, so that children make progress to the highest level.

Inspection judgements

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

The quality of teaching in the nursery is good. Staff have a good understanding of the seven areas of learning and how children learn through play. They confidently talk about children's differing developmental progress as they move through the different stages of learning. Staff successfully use their observations of children to plan interesting activities. For example, younger children explore sensory resources, fascinated as they investigate and touch the objects. Older children use a variety of creative equipment to create paintings and collages, which they display with pride. Planning demonstrates that children of all ages benefit from activities that support their individual learning in all areas. Staff routinely evaluate the success of the activities and areas used by the children, which helps them to make positive changes to enhance children's experiences. Staff use information provided by parents to plan for children. Parents' complete interests-at-home forms, which

give staff details of children's preferred play activities at home. Staff use this information well to provide children with their favourite activities. Therefore, children benefit well from this shared approach to their learning. Staff complete the progress check for children aged between two and three years. They share these with parents and other professionals to ensure that children are well supported in their development. Individual educational plans are in place to support children with special educational needs and/or disabilities to narrow any gaps in learning. Parents comment that they feel fully involved in their children's care and development because they receive information in a variety of ways. For example, staff engage in daily discussions with parents, regular newsletters are sent home and there are frequent opportunities to share children's achievements.

The nursery is clean, bright and welcoming. Staff, including the manager, welcome children warmly and this means that children are happy when they arrive, and eager to join in with activities. Staff comfort new and younger children who need more support and they settle quickly and enjoy their play. Children are free to move around and explore the environments. This means that they can follow their own interests and ideas. Staff support children's use of language well in all rooms by providing commentaries and naming objects. Children who speak English as an additional language also benefit from good support to develop their communication skills. As a result, all children are becoming confident communicators. Children enjoy story time with familiar books, favourite characters and puppets. Staff follow flexible care routines, which mean that babies can enjoy the whole story before staff change their nappies and prepare them for lunch. Children enjoy songs and rhymes and are beginning to join in with actions, and older children are beginning to understand the use of rhyming words and recognise letters of the alphabet. Staff use their knowledge of children to extend story times. Staff talk with children about families and how they travel to nursery, and this helps children to gain an awareness of their environment and provides a link with home. They listen to what children have to say and respond with open-ended questions. This supports children's communication and language development well. Older children benefit from regular phonics activities to support their communication and language development even further.

Staff encourage children to engage in number work and simple mathematics. Younger children are provided with the opportunity to explore the sizes of the bricks, placing them in towers as they start to understand about space and measure. They learn about successful ways to stack objects and soon begin to recognise that a larger base ensures a more secure tower. Staff encourage them to count as they make their towers higher, teaching children about number, order and value. This means that as children move to the pre-school room, they are increasingly able to use their mathematical knowledge to independently count and problem solve in their play. Overall, children are gaining the key skills to support their future learning.

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

Children's emotional well-being is given high priority within the nursery. The key-person system is well embedded. Informative displays show parents who their child's key person

is and this ensures that they know who to speak to if they have any concerns about their child. As a result, children are happy, confident and behave well. Children are happy when they arrive and move excitedly into the play areas. Settling-in routines are very flexible and tailored around the individual children's needs. Effective support continues as children move to the next room due to well-organised transitions. This enables the children to form very strong attachments with new children and staff. Parents speak positively about this process and feel informed and involved in their children's care. As a result, children's well-being is promoted well and professional relationships between the staff and parents develop. Staff consider children's emotional needs well during the preparation for the move to school. Staff invite teachers to visit the nursery and request visits to the schools to which children are moving, in order to support children in readiness for starting school.

Staff are consistent in their approach to promoting positive behaviour. For example, by providing consistent boundaries and using verbal and non-verbal praise. Children understand about the consequences of expected behaviour as they are rewarded with a wow bubble. As a result, children develop good personal and social skills and are considerate to their friends. Children move freely around their learning environment, as the resources are easily accessible. For example, older children decide to work together, experimenting with mirrors and face paints. Younger children enjoy exploring the textures of shaving foam and sand, patting and moving it around with their hands. Children enjoy their independence by choosing their toys and resources to enhance their play. Consequently, they develop their self-confidence further.

Outdoor play is highly valued, and children learn to take safe risks as they negotiate space and balance on climbing equipment. Staff promote a healthy attitude to exercise and healthy living, through constant discussions and involving themselves in children's play. This means that children become confident and capable learners as they learn to manage risks. Children access the toilet areas independently, and staff are sensitive when supporting the younger children in their care routines. The children are kept safe by learning about the importance of hand washing and they are reminded to 'wash off all the germs'. All children are offered healthy snacks, such as, toast or cereal, milk or water. The nursery cook ensures that the children are offered a well-balanced diet, which includes lots of fruit and vegetables. However, the younger children are not always given the opportunity to further develop their good self-help skills at snack time. For example, by providing such things as smaller jugs and beakers for pouring their own drinks and encouraging them to tidy away after they have eaten. As a result, the level of independence is not always consistently fostered to the maximum potential.

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

Leadership and management in the nursery is good. The manager is organised and enthusiastic, and has a good understanding of the roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Highly effective safeguarding procedures and recruitment of staff help to keep the children safe. Comprehensive induction procedures mean that the policies concerning health and safety,

confidentiality and child protection are adhered to. All staff have undertaken safeguarding training, which means that they have a clear understanding of any action they would take in a potential safeguarding issue. All policies and procedures are reviewed regularly, helping to ensure that practice remains up dated. Thorough visual and written risk assessments are carried out on all areas used by the children to minimise any hazards and to assure children can play safely. Daily registers with children's hours of attendance are accurately recorded and all visitors' identity is checked, and they are all required to sign in and out. Consequently, children are cared for in a safe environment.

The manager has supported the entire team to work well since the last inspection, to ensure that all previous recommendations raised have been effectively addressed and continue to be met. This demonstrates a good commitment to continuous improvement. The staff team work well together to self-evaluate and implement positive changes around the nursery. Through regular meetings, staff members are given many opportunities to contribute their ideas and suggest improvements to practice. Supervisions help managers to monitor staff performance and identify areas for development. This is less well embedded in order for staff to share their expertise and learn from each other through honest and critical reflection to raise staffs' practice to an outstanding level. For example, by fully embedding peer observation, coaching and mentoring to support the less confident members of the team and to raise standards for children. Regular monitoring of staff practice, procedures and the assessment process reflects positively on practice and outcomes for children, as they are supported effectively. Staff implement effective systems to observe, plan and evaluate the provision. This ensures that children's individual needs and next steps are closely targeted. The manager considers staff development and training as a priority. Staff are encouraged to undertake training opportunities, particularly to gain higher qualifications, and mandatory training, such as safeguarding and first aid. Self-reflection is strong at this nursery, as all staff contribute to the process and their input is valued as part of the process to influence change. As a result, the staff make up a quality team, fully committed to providing the best for the children.

The effective two-way partnerships with parents enhance the positive approach to learning and development for children. Staff take note of parents' comments to support children and to make improvements. Parents are made to feel very welcome in the nursery, and their warm and appreciative comments demonstrate how happy they are with the level of care and education their children receive. For example, 'Thank you for taking the time to settle my child and genuinely caring about them'. Strong links with the local primary schools ensure children are well prepared for the next stage of learning. Partnership working with any other settings that children attend are good and staff understand the importance of working with specialised professionals to support children with special educational needs and/or disabilities. This ensures that all children receive continuity in their learning and make the best possible progress.

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

Unique reference number	EY282131
Local authority	Bradford
Inspection number	856242
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	57
Number of children on roll	58
Name of provider	Direct Hand Ltd
Date of previous inspection	16/04/2010
Telephone number	01274 691005

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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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