

The Blue Strawberry Kids Daycare Ltd

11 Beauchamp Avenue, LEAMINGTON SPA, Warwickshire, CV32 5RD

Inspection date	24/11/2014
Previous inspection date	28/11/2013

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

- Children make good progress in their learning because staff deliver stimulating activities and the good quality teaching caters well for their individual learning styles.
- Staff make accurate assessments of children's achievement. Therefore, children's next steps in learning are effectively planned for, to move them on in their development.
- The safeguarding procedures are well understood by managers and staff, who regularly refresh their knowledge. Therefore, children's welfare is effectively promoted.
- There are excellent partnerships with parents and carers, who receive extremely good support to ensure children's learning and care needs are consistently well met.
- Children are highly valued and the key-person system works very well to support them. As a result, children are confident and self-assured.

It is not yet outstanding because

- The organisation of snack time does not sufficiently support children's independence skills to ensure they consistently take responsibility for some aspects of their self-care.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed activities in the care rooms and during outside play and carried out a joint observation with the manager.
- The inspector looked at documentation, including children's learning records, policies and procedures, information provided for parents, staff's and children's files.
- The inspector held meetings with the provider and the management team and spoke with staff and the children.
- The inspector took account of the views of parents spoken to on the day and information included in the nursery's parent survey.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full report

Information about the setting

The Blue Strawberry Kids Daycare Ltd was registered in 2000 on the Early Years Register. It operates from two converted houses in the Leamington Spa area of Warwickshire and is one of two nurseries managed by Blue Strawberry Kids Daycare Ltd. The nursery opens from 7.30am to 6pm Monday to Friday, all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for in seven rooms across three floors. The first and second floor rooms are accessible by stairs. There are three enclosed outdoor play areas. There are currently 142 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children, who speak English as an additional language. There are currently 38 staff working directly with the children, 36 of whom hold appropriate early years qualifications at levels 2, 3 and 6. Two members of staff also have Qualified Teacher Status and Early Years Professional status. There are two staff, who are unqualified. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation of snack time to extend children's independence, so that they consistently have opportunities to take responsibility to develop their self-help skills.

Inspection judgements

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

Children receive effective support to learn because staff provide stimulating activities that capture their imagination. Staff closely follow children's interests by listening to what they say. Also, they include children's ideas in the planning. This means that children are motivated to learn because staff link the learning to play activities, which children have explored previously. For instance, staff skilfully deliver water play activities that contribute to children's understanding of sea animals, such as crabs and jelly fish. Children confidently name these creatures and recognise the colour of each. Early number skills are appropriately included because staff encourage children to find and count starfish. Children engage well during activities and staff competently support them according to their learning styles. For instance, children touch and talk about the texture of the octopus and they listen to sounds that fish make in the water. They look at animals and staff allow sufficient time for them to reflect and to respond to questions. There is a strong focus on promoting children's language skills throughout the nursery. Staff read stories and sing nursery rhymes to help all children, including babies, to develop listening and attention. Staff include talking strategies in their teaching, so that children receive focussed support,

which helps them to make good progress to understand what is said. Experienced staff know how to use naturally occurring situations to enthuse children. For instance, during outside play, children find slivers of ice, which staff use as an opportunity to fully engage their attention. Children peer at staff through the transparent pieces of ice and excitedly exclaim 'I can see you' and then giggle, as if delighted that they have made a discovery. Staff use effective questioning to promote children's thinking. As a result, children demonstrate a good understanding of scientific principles and explain that ice turns into water when the temperature rises.

All staff have a clear understanding of the assessment process in the nursery. They obtain initial information about children's development from parents and discuss children's preferences for play. An on-entry assessment of children's development is completed approximately six weeks after they start in the nursery. This ensures that staff have a general overview of what children know and can do, to inform the planning of enjoyable learning experiences. Opportunities are provided at parents' evening for staff and parents to share children's achievements and to agree the next steps in learning. These assessments include the progress check carried out for children between the ages of two and three years. Staff provide detailed evaluation of children's development in the prime areas of learning and encourage parents to share this information with health professionals. Children with special educational needs and/or disabilities make good progress according to their abilities. Key persons receive specialist guidance and work closely with parents to promote children's learning and development. The nursery provides care for children, who speak a wide range of other languages and staff very skilfully use various strategies to promote their communication skills. For instance, they ensure children are fluent in their first language to exclude any speech delay. They obtain comprehensive lists of words from parents in first languages and use bi-lingual books to promote children's understanding of stories. Some staff are multi-lingual and this means that they are able to enhance the communication skills of children to speak in English. Therefore, these children receive very good support to make progress in their development.

Children are effectively prepared for the next stage in their learning because staff lay firm foundations for their progress. This is reflected very well in the baby room where staff read stories and use interactive books to link children's vocabulary to what they hear. This means that the visual and aural prompts are effectively combined to promote children's learning. As a result, babies' attention skills develop well and they are subsequently able to recognise animals, such as elephants. Pre-school staff deliver daily activities in phonics, so that children learn to sound out letters. Children's number skills are promoted well through activities. They have many opportunities to practise early writing skills and they grow confident at using technology, including computer programmes and robots. Therefore, children develop a wide range of skills before they leave the nursery to attend school. A vast range of interesting resources are within reach and children enjoy their play as they explore their surroundings. For instance, children aged three years, have fun as they pretend to prepare for a party to which they invite friends. Children's work is skilfully included in the creative displays of vibrant colours that reflect learning activities. Staff effectively support all children to make good progress from their starting points.

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

Children are very happy in the caring environment in which their self-esteem is well promoted. Staff are good role models, who speak politely to children and this means that they learn to interact positively with others. The settling-in procedures are flexible and there is an option for staff to carry out home visits before children start in the nursery. As a result, children meet the key persons in their own home, ensuring that they recognise a familiar face when they start in the nursery. Therefore, the stress-free move from home to the nursery is positive for all children. Consequently, children readily form bonds with key persons and grow confident within the nursery. Children often share the outside play space with others, who are in the age group above theirs. This means that they have had opportunities to meet staff before they move to new rooms. Key persons often accompany children during the changeover phase, so that they feel emotionally secure and quickly make new friends. Children are well behaved and disciplined in their play. For example, children aged two years, who do not sleep, play quietly with others. They know the routine and choose resources, such as books, which they look at independently. Some children prefer to play with a range of musical instruments from a variety of cultures and they tap softly on drums and listen to the sounds.

Children gain a good understanding of healthy eating due to the healthy options that are served daily. Staff sit at tables and encourage children, including those aged two years to correctly use cutlery, so that they develop good coordination skills. Staff are alert to children, who need support to cut food into smaller portions and they use the lunch time to encourage children to drink from open cups. This means that children's self-care skills are effectively promoted. However, snack time is not always appropriately organised to extend children's self-help skills. The table used in the pre-school room is small and this means that children do not have sufficient space to pour their own drinks as they do at lunch time. Children receive strong messages about the benefits of physical exercise. They play outside daily in the well-equipped garden and are challenged to take manageable risks to climb equipment and even trees. Risk assessments are appropriately completed and staff closely supervise children to ensure they know how to keep themselves safe. Staff are effectively deployed during all activities. For instance, while children sleep, staff fill in the sleep charts and ensure they are safe. This is a large nursery with many double rooms, all of which have toilet/changing areas. Staff encourage children to take responsibility for saying when they need to use the toilet facilities but they always accompany children on the short walk within this enclosed area. Therefore, children are supported to feel self-assured and this helps when they leave the nursery for school or other settings. Children are cared for in an inviting environment where their individual needs are effectively met. Children aged three years, summarise their experience of attending nursery with the words 'I love coming to nursery because it is fun'.

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

The provider and managers have a good understanding of the requirements of the Early Years Foundation Stage. A wealth of up-to-date safeguarding information is displayed for parents and staff to see and to keep themselves informed about procedures. The provider

regularly updates the policy and ensures that all staff frequently refresh their knowledge and understanding of safeguarding. There are safeguarding lead practitioners, who have a secure understanding of their role to support and guide staff. This means that staff develop their understanding of the procedures to be followed to protect children. Robust recruitment procedures are in place to ensure all staff are suitable to work with children and the induction process is comprehensive. Staff are guided to freely use the staff handbook, which clearly sets out a wide range of procedures with regard to roles and conduct. This means that staff are well prepared for their roles to support children. Risk assessments, such as the daily visual checks, are carried out regularly and staff are effectively deployed to supervise children throughout the day. Fire evacuation cots are installed for emergencies and the provider ensures that staff regularly practise fire drills. This means that procedure are in place to keep children safe within the nursery. All records required for the efficient management of the nursery are accessible.

There is strong commitment to maintaining continuous improvement in the nursery. All staff are involved in peer observations and they provide clear feedback about where colleagues can make changes in their practice. Room leaders review the planning and assessments to ensure these reflect the needs of the children, so that they receive support to make good progress. The well-established monitoring system is managed effectively by leaders to ensure all aspects are addressed. Staff contribute to the self-evaluation of the nursery at staff meetings and children have opportunities to say what they enjoyed about activities. The provider has made some effective changes since the last inspection, such as the enhanced garden provision with more resources and an additional sensory area. There is rigorous monitoring of teaching practice and of the observations and assessments to track children's progress. This means that there are improved outcomes for children because the improvement in practice is sustained to meet their needs.

There is an established programme of professional development, ensuring that staff receive good support to enhance their skills. Currently, four members of staff are undertaking higher education courses and all staff attend regular training. For instance, all staff have attended behaviour management and children's behaviour is well promoted. Effective performance management systems are in place because the provider ensures that all staff regularly have opportunities to discuss their practice. They use this opportunity to identify training needs and any areas of special interest. There are excellent partnerships with parents. They receive a welcome pack with a wide range of information about the provision in the nursery. The provider ensures that open communication is maintained in the format preferred by parents, for example, verbal, written or electronic. Parents receive regular newsletters that include details about planned activities and the provider ensures that they have opportunities for detailed discussions at parents' evening. This is in addition to the daily two-way flow of information, which key persons maintain to discuss children's experiences and achievements. Staff encourage parents to borrow books and to write their comments on children's understanding and views of the stories. Partnership working with other professionals is effective. Several outside agencies contribute to children's learning and there are good community links. For instance, the provider invites people in the community to attend events at the nursery. There is a clear understanding of the importance of sharing information with other providers where children attend.

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	EY376833
Local authority	Warwickshire
Inspection number	996369
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	144
Number of children on roll	142
Name of provider	The Blue Strawberry Kids Daycare Ltd
Date of previous inspection	28/11/2013
Telephone number	01926 886 900

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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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