

## Inspection date

7 April 2017

Previous inspection date

2 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers provide effective support for staff and regularly monitor their practice and performance. Staff continue to maintain good-quality teaching. They make the most of training opportunities to help them improve their knowledge and skills, and help raise outcomes for children.
- Staff support children's physical health and well-being effectively. They provide the children with nutritious meals and encourage them to be active to help extend their physical development.
- Staff accurately observe, assess and closely monitor individual and groups of children's learning. They quickly identify children's needs and use this information to plan appropriate next steps in children's learning. All children make good progress from their starting points.
- Children's behaviour is good. Staff implement effective systems to help encourage good manners, to share, take turns and respect each other.

### It is not yet outstanding because:

- Staff are not fully consistent in the way they encourage younger children's speaking skills to extend their communication and language further.
- Staff do not make the most of opportunities to help older children extend their concept of numbers, counting and sorting, to further develop their mathematical skills.

## What the setting needs to do to improve further

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

- provide more consistency in the way younger children are supported to speak, to help extend their communication and language abilities further
- use everyday opportunities to help extend older children's understanding of mathematical concepts.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and the deputy manager to help determine their knowledge of the requirements of their roles.
- The inspector looked at a range of documentation, including evidence of staff suitability, qualifications and records of children's progress.
- The inspector carried out two joint observations with the deputy manager.
- The inspector spoke to some parents on the day and took account of their views.

### Inspector

Marvet Gayle

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Since the last inspection, managers and staff have used child protection training to update their knowledge and are aware of informing Ofsted of significant changes in a timely manner. They have updated their safeguarding policies and procedures. Staff fully understand and are confident in the action to take if they have any concerns regarding children's welfare. Managers follow safe recruitment procedures to help ensure staff suitability. Thorough induction processes help new staff understand their roles and responsibilities. Managers effectively evaluate the quality of teaching and the provision, and identify areas for further improvement. For example, they have successfully improved opportunities for babies to socialise during everyday routines. Managers have strong partnerships with parents and other professionals involved in children's care, to help provide continuity in children's learning. Parents are satisfied with the quality of support their children receive.

### Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge effectively to help them understand children's interests. They provide a wide range of challenging, exciting opportunities and resources that extends children's learning. For example, younger children take part in imaginative role play, such as making cups of tea to share with staff. Parents are encouraged to be involved in their children's development. Staff review children's learning with parents and plan accurate next steps for their learning.

### Personal development, behaviour and welfare are good

Staff create a homely environment to help give children a good sense of belonging and successfully support their emotional well-being. Staff are positive role models. They provide plenty of praise and speak calmly and respectfully in English and children's home languages to help children feel valued. Staff provide clear guidance, which helps children to understand expectations and boundaries well. They effectively help children to listen, be tolerant and play cooperatively. Settling-in arrangements are effective and new children settle quickly and show they are happy. The successful key-person arrangements help staff to encourage children to form sensitive, responsive and positive relationships.

### Outcomes for children are good

Children concentrate and are focused in their play. They lead their own learning, develop their negotiating skills and value each other's contributions. For example, older children organise and plan their play as they get dressed up into costumes. Children develop good early literacy skills. For example, they enjoy sharing books with staff. They are confident and learn to solve problems independently. They develop good social skills and are emotionally secure. All children quickly learn the skills they need for starting school.

## Setting details

<b>Unique reference number</b>	EY449600
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	1095358
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Strawberry Academy Ltd
<b>Registered person unique reference number</b>	RP531789
<b>Date of previous inspection</b>	2 March 2015
<b>Telephone number</b>	02074985005

Strawberry Academy registered in 2012. It is located in the Vauxhall/Stockwell area, in the London Borough of Lambeth. The nursery opens Monday to Friday from 8am to 6pm, for 50 weeks of the year. It offers full-day care for nursery-aged children, and before-school and after-school care for older children. There are 11 members of staff, one of whom holds a degree and six who hold appropriate childcare qualifications at level 3. The provider receives funding for free early education for children aged two, three and four years.

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