

Strawberry Poppets Nursery School

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



Inspection date

22 August 2017

Previous inspection date

19 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leadership and management have high expectations of what children can achieve. The quality of teaching and learning is accurately monitored. There is a strong commitment to evaluate practice in order to secure continuous improvement.
- Teaching overall is good and this results in effective learning. Practitioners are experienced and well qualified. They use their skills and knowledge of how children learn to provide challenging and interesting activities which children enjoy.
- Children are cared for in a very welcoming and nurturing environment. They build strong bonds with enthusiastic practitioners who are attentive and sensitive to their individual needs. Children's emotional well-being is fostered very successfully.
- Practitioners place a strong focus on promoting children's communication and language skills. Practitioners model language and play very effectively, and their consistently good interactions support children's language skills well.
- Partnerships with parents are good. Practitioners keep them well informed. They share observations and next steps, and encourage parents' ongoing involvement in their children's learning at home. Parents are very complimentary about the provision, the practitioners and the progress their children make.

It is not yet outstanding because:

- Sometimes, practitioners do not fully consider the needs of younger children during large-group activities, in order to support their learning in the best possible way.
- Practitioners' professional development is not yet specifically focused on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- monitor the organisation of some group sessions to ensure all children benefit from them
- extend the focus on practitioners' professional development to raise the good quality of teaching to the next level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as the self-evaluation, policies and procedures, children's records and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day of inspection and from written references and questionnaires.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners are well trained in safeguarding procedures. They understand how to protect children and know what to do if they have any concerns about a child's welfare. Children's safety is prioritised. Effective risk assessments and practitioner deployment ensure children are safe. Children's progress is monitored effectively and any emerging gaps in learning are quickly identified and planned for. The manager compares the progress made by different groups of children to address any differences between their rates of progress. This analysis shows that gaps in learning are closing and all children make good progress in readiness for school. The manager has used additional funding well and checks the impact this has on the outcomes for children. This includes promoting their understanding of the world and literacy, particularly their writing skills.

Quality of teaching, learning and assessment is good

Children enjoy their time at nursery. Playrooms are well organised and children make choices about their play. Observations are used effectively to plan children's individual next steps in learning. Babies and younger children develop confidence for future learning. They use their natural curiosity to explore and planned activities help develop their hand-eye coordination. Children learn about technology and enjoy playing with electronic toys. Young children lift flaps and press buttons to create a sound. From a young age, children develop early mathematical skills. Practitioners are good at using numbers, counting, size and positional language during play. Older children particularly enjoy joining in a beach day where they fill buckets and make sandcastles. They use their imagination well as they serve pretend ice creams to practitioners and children, charging them five pounds for an ice cream.

Personal development, behaviour and welfare are good

Children confidently share what they enjoy doing at nursery and who they like to play with. Practitioners are very knowledgeable about children's individual needs and care routines. Babies and younger children have lots of fun. They are very vocal and like to talk about who they can see in the family photos displayed in their room. Children's behaviour is very good. Practitioners are good role models and speak respectfully to each other and children. Children's achievements are praised and practitioners tell them they are brilliant. Children learn to share, take turns and tidy up. They develop good independence skills during routines. Children enjoy healthy snacks and meals. They benefit from opportunities to spend time outdoors to promote their physical development.

Outcomes for children are good

Children make good progress and gain skills that prepare them well for the next stage in their learning, including going to school. All children have good access to books and mark-making materials to support their early literacy skills. Older children learn about letters and the sounds they make, and have a go at writing their name. Children's transitions are supported very well and they visit local schools for lunch and sports days.

Setting details

Unique reference number	218500
Local authority	Staffordshire
Inspection number	1103197
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	41
Number of children on roll	63
Name of registered person	Anna-Marie Bissell
Registered person unique reference number	RP513165
Date of previous inspection	19 September 2014
Telephone number	01902 727 211

Strawberry Poppets Nursery School registered in 2000. The nursery employs 11 members of childcare staff, all of whom hold appropriate qualifications from level 2 to level 3. The nursery is open Monday to Friday, all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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