

# Strawberry Fields Day Nursery

Strawberry Fields Day Nursery, Jenkins Lane, Barking, Essex, IG11 0AD



<b>Inspection date</b>	25 April 2018
Previous inspection date	14 April 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

- Self-evaluation processes are effective. The manager reflects on the setting's practice well, recognising the strengths and areas for development. She makes a clear action plan to help target areas for improvement and to maintain good levels of teaching and care.
- Staff support children's communication skills well, such as while encouraging them to join in with stories. Children develop good language and early reading skills and successfully learn to use storybook language.
- Children make good progress and develop the necessary skills for the next steps in learning and for their move to school. They develop particularly good independence skills. For instance, children manage their personal needs well, including serving themselves food and drink carefully at mealtimes, and learn to be responsible.
- Staff are caring and friendly and form warm bonds with children. They are sensitive to children's needs and support their emotional well-being effectively.

### It is not yet outstanding because:

- At times, staff do not plan large-group activities effectively to ensure all experiences fully match the needs and stage of development of younger children.
- Staff, on occasion, do not gather enough information from some parents about what children already know and can do from the outset.

## 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 large-group activities, particularly for younger children, to fully match learning experiences to their individual needs and stage of development
- strengthen the consistency of procedures for gathering information about children's achievements when they first start at the setting.

### Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures and children's attendance registers.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager reflects on the quality of staff's teaching practice effectively and supports them well to help provide good outcomes for children. She offers good opportunities for staff to develop their teaching, including through the information they gain from other professionals. The manager seeks the views of others, such as other early years professionals, and acts on feedback to help improve children's learning experiences. For instance, staff have strengthened opportunities for children to develop their mathematical skills, such as while talking about amounts when pretending to make food in the role-play area. The manager checks on children's progress effectively to swiftly recognise and address any gaps in their learning.

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

Children are confident and keenly explore the safe, interesting and welcoming learning environment. Children enjoy sensory experiences, such as while exploring messy play. They learn how to use the tools to mix ingredients together and learn to name the items they are using, which helps develop their language skills well. Children concentrate well and are keen to join in. Staff successfully check on what children can do and know their key children well. They make regular observations of children's abilities and, overall, plan suitably challenging activities to support their good development. Staff generally work well with parents. For instance, staff share information about children's progress and give parents ideas about how they can support children's development at home.

### Personal development, behaviour and welfare are good

Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious food, are active and enjoy using equipment. For example, they use climbing equipment and ride-on toys to help develop their balance and physical skills. Children behave well. Staff successfully teach children the behavioural expectations and help them understand the nursery rules. For instance, children learn to look after equipment and happily help to tidy up. Children develop their self-esteem and confidence well.

### Outcomes for children are good

All children make good progress from their starting points. They develop good social skills, such as interacting with others confidently. Older children communicate and listen well. They learn to recognise their name and understand that text carries meaning. Younger children explore confidently, enjoy babbling and learn to use words in context. Children learn to use mathematical language well, such as words to describe size.

## Setting details

<b>Unique reference number</b>	EY345328
<b>Local authority</b>	Newham
<b>Inspection number</b>	1092930
<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>	36
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Sajad Hussain
<b>Registered person unique reference number</b>	RP908472
<b>Date of previous inspection</b>	14 April 2015
<b>Telephone number</b>	0208 5079516

Strawberry Fields Day Nursery registered in 2007. The nursery is open each weekday from 7.30am to 6.30pm all year round. The provider employs six members of staff, all of whom hold qualifications at level 3 or above. The nursery provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

