

Strawberry How Nursery School

Strawberry How Nursery, Strawberry How, COCKERMOUTH, Cumbria
CA13 9XR



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| Inspection date | 14 August 2019 |
| Previous inspection date | 5 June 2013 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The extremely strong skills of the management team mean the nursery runs highly effectively and efficiently. The nursery owners have an uncompromising vision for the nursery. They are driven, committed and passionate about providing the best possible care and education for children.
- Self-evaluation is a golden thread running throughout the nursery, implemented with great success by the equally invested and dedicated staff team. Managers and staff are highly proactive, seeking out and targeting improvements at every opportunity, to continually provide the highest levels of practice.
- The learning environment is outstanding. Exceptionally well-planned and informed learning experiences provide children with an abundance of opportunities. An array of stimulating and innovative resources and equipment keep children consistently absorbed in their learning. They become excellent independent and creative thinkers and make outstanding progress in their learning.
- Parents' contributions are highly valued and used to inform key person's assessments and planning. Parents are widely supported to continue learning at home and to regularly share new information and achievements. Partnership working with other professionals is equally as well implemented and a strength of this nursery.
- Teaching is dynamic and sharply focused. Staff seize opportunities for learning, using their expert knowledge of early years and clear assessments of children's next steps.
- Children's physical and emotional well-being is at the heart of nursery practice. Staff give extraordinary value to providing outdoor experiences. Visits to a host of interesting settings and long local area walks are a huge part of nursery life and significantly enhance children's good health and wider learning opportunities.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities that encourage children's sensory explorations.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector
Katie Sparrow

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have a comprehensive knowledge and understanding of safeguarding and how to report any concerns. They receive a wide range of information and ongoing training to ensure they remain vigilant and up to date. The nursery owners are incredibly skilled and knowledgeable. They provide superb support and guidance for the staff team, for example, through rigorous performance management and supervisions. Children's progress is subject to close monitoring. Emerging gaps are swiftly identified and addressed. Leaders and staff are currently working on ways to enhance the already excellent opportunities that encourage children's sensory explorations.

Quality of teaching, learning and assessment is outstanding

Staff's enthusiasm for working with children is apparent in every aspect of their working day. They are excellent play companions for children, showing genuine delight in their interactions. Staff are particularly skilled at supporting children in their communication skills from a very early age. Staff working with babies use Makaton to aid early language skills and staff in the pre-school room ask extremely well-posed and carefully worded questions to promote children's thinking and understanding. Managers and staff are advocates for ensuring children learn through first-hand experiences. For example, ahead of setting up the role-play shop, children visited the local supermarket, purchased food items for their nursery shop and used the self-checkout, building on their experiences for their later enhanced imaginative play.

Personal development, behaviour and welfare are outstanding

Staff's sensitive and encouraging approach provides a particularly strong base for developing children's independence and significantly increases their confidence in their own abilities. Babies thrive in the care of the nurturing and attentive staff team. They build strong attachments with their key person and staff they regularly see. Toddler and pre-school children develop excellent self-care skills. They wash and dry their hands with very minimal support, wipe their own noses and participate in clearing dishes after lunch. Children have unique opportunities to learn about the wider world. They thoroughly enjoyed re-enacting an Indian wedding, dressing up in traditional saris and acting out the ceremonial traditions such as walking around the fire pit.

Outcomes for children are outstanding

Children are truly inspired and excited in their learning. Babies and younger children show great enthusiasm as they create starfish pictures, exploring with colour and texture. Toddler children join in with songs, experimenting with sound, rhythm and movement as they use musical instruments to aid their creativity. Pre-school children write for purpose, such as using the 'reservation book' to save a space at snack time. They count, measure and explore number during baking activities and articulately recall the ingredients and method they used. Children establish firm foundations for future learning.

Setting details

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| Unique reference number | EY391884 |
| Local authority | Cumbria |
| Inspection number | 10109793 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 55 |
| Number of children on roll | 105 |
| Name of registered person | Strawberry How Nursery School Ltd. |
| Registered person unique reference number | RP900868 |
| Date of previous inspection | 5 June 2013 |
| Telephone number | 01900 823 322 |

Strawberry How Nursery School registered in 2009. The nursery is open each weekday from 7.30pm to 6pm, all year round. In total, 21 staff work at the nursery, all of whom hold relevant qualifications, including three members of staff who hold qualified teacher status. The nursery receives funding to provide free 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.

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