

Inspection of The Blue Strawberry Kids Daycare

Cawston Grange Primary School, Scholars Drive, Cawston, RUGBY, Warwickshire
CV22 7GU

Inspection date: 9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders and managers have a very strong overview of the setting. The new management team has worked hard to address weaknesses raised at the last inspection in order to improve outcomes for children. Children come into the setting confidently and settle quickly in this warm, welcoming and exciting environment. Staff are attentive to children's individual needs. They build secure relationships with their key children, which helps children to feel safe and valued. Staff are passionate about the experiences they offer for every child attending. They have created highly inspiring environments that have been thoughtfully arranged to capture children's interests and motivate them to learn. Pre-school children play exceptionally well together as they engage in imaginative play in the woodland scenery area. Staff skilfully interact and question children to develop their thoughts and ideas. Babies and toddlers are curious as they explore a range of natural and sensory experiences. Staff, who speak many languages themselves, support children who speak English as an additional language exceptionally well. Staff skilfully use words and read stories in children's home languages and repeat them in English. This helps children to feel secure and to develop a good standard of English. Staff work closely with parents and assess children in both their home language and English to make sure there are no gaps in their learning.

What does the early years setting do well and what does it need to do better?

- The new manager has high expectations for all staff. She works closely with the deputy manager and staff from the company's linked setting to provide effective coaching, support and mentoring. Staff are empowered to make decisions and have been involved with the developments taking place across the setting. Focused improvement plans are ongoing. The manager recognises staff's expertise and utilises this well to offer children a range of experiences. Staff are continually developing their practice and are beginning to use video observations to reflect on the quality of their teaching and the impact on children's learning.
- Overall, children's language is fostered well. Staff provide a language-rich environment. They display words and books around the room to encourage children to develop their speaking and listening skills. Staff engage in conversations with children. They adapt their questioning techniques depending on children's level of understanding. Staff model and reinforce words to babies and younger children. They repeat back and pronounce words correctly as babies and toddlers show emerging language. Staff respond well to the most confident children. However, at times during group activities, less confident children are not encouraged to become actively involved to help develop their confidence and concentration.
- Staff are excellent role models and manage children's behaviour effectively. They encourage children to take responsibility for their environment and children

show great consideration and cooperation as they help their friends to tidy away the toys. Children are well mannered and polite. They show respect for one another and towards staff.

- Staff work well with parents and gain lots of information about children's backgrounds, religion and traditions. They share photographs bought in from home of celebrations, holidays and family portraits. This sparks conversations and helps children to learn about people, places and communities beyond their own.
- Staff use what they know about children to plan exciting activities. Children make many independent choices and become absorbed in their play. However, at times, staff do not provide enough challenge to help children to build even further on their learning. That said, staff help children to develop mathematical concepts. They encourage children to count and order numbers. Children excitedly explore the fresh ingredients and dough and talk about quantities. As children initiate their own play with dinosaurs, staff encourage them to order them into size. Younger children sing number rhymes, which supports their early mathematical development.
- Staff use many ways, both indoors and outside, to support younger children's fine motor skills. This helps children to build the muscle control they need to hold a pencil. There are lots of opportunities for all children to make marks with a range of tools. Pre-school children are encouraged to write recognisable letters and to read their names. Children are gaining the skills they require to help them prepare for their future learning.
- Children's good health is supported well. They independently wash their hands and know they are doing so to get rid of germs. Children learn about healthy foods as they explore a range of vegetables and are encouraged to make healthy food choices. Children have lots of opportunities to be physically active. Staff have created exciting outdoor spaces and children enjoy climbing and balancing on the climbing areas and bridges they have developed.

Safeguarding

The arrangements for safeguarding are effective.

Robust policies and procedures are in place and implemented effectively. There is a range of information displayed around the nursery for staff and parents to refer to if they have any concerns regarding safeguarding. All staff attend safeguarding training and demonstrate a good knowledge of the known indicators of abuse, including wider child protection issues. Rigorous records are maintained and monitored for any children with existing injuries. Staff are confident with the procedures to follow if they have any concerns about a child. They are fully aware of the whistle-blowing procedures and know what to do if they are worried about staff practice.

What does the setting need to do to improve?

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

- continue to embed the new approach to the curriculum across the setting so that it is highly effective in providing every child with the highest levels of challenge to help them make exceptional progress in their learning
- review the organisation of group activities and identify how to support those children who are less confident to become deeply engaged and sustain high levels of concentration.

Setting details

Unique reference number	EY359352
Local authority	Warwickshire
Inspection number	10084212
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 11
Total number of places	48
Number of children on roll	135
Name of registered person	The Blue Strawberry Kids Daycare Ltd
Registered person unique reference number	RP527006
Telephone number	01788 521900
Date of previous inspection	31 October 2018

Information about this early years setting

The Blue Strawberry Kids Daycare registered in 2007 and is located in Cawston, Rugby. The setting employs 16 members of childcare staff. Of these, 14 hold early years qualifications, ranging from level 2 to level 5, and one holds a degree. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. After-school provision for pupils who attend Cawston Grange Primary School operates from 3.30pm to 6pm, and a holiday club operates during school holidays. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector and the manager completed a learning walk. The manager explained how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the manager and discussed the evaluation of the quality of teaching and learning.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector, manager and provider held a meeting. The inspector reviewed the setting's audits and focused improvement plans and discussed the evaluation of the setting.
- The inspector looked at a sample of the setting's documents. This included evidence about staff suitability and training.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019