

Inspection of Strawberry Hill Nursery

Sutton Hill Childrens Centre, Southgate, Sutton Hill, Telford, Shropshire TF7 4HG

Inspection date: 5 December 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff plan exciting activities that encourage children to have fun and learn as they use their senses. For example, pre-school children concentrate well as they investigate the curry and chocolate scented dough. They smell the dough and try and guess the correct scent. Pre-school children confidently use rolling pins to flatten the dough, they spread flour over the dough and use a variety of objects to make marks in it. They engage in imaginative play and make pretend birthday cakes, counting the candles each cake has. During such activities, staff skilfully ask children questions that encourage them to give fuller answers and draw on a wider range of vocabulary. Toddlers keep busy and increase their attention span as they attempt to chop real apples and potatoes and mix them with water and teabags. They dip their hands into this concoction and run to refill their jug from the water tap. During such times, staff describe what the children are doing, which helps them to understand language. Furthermore, staff help children to understand simple concepts such as 'big' and 'small'. Babies crawl directly into the sand and explore the small-world diggers and manoeuvre them around. Staff have high expectations for the children and skilfully support them to follow the rules and help them to learn how to stay safe. Children behave well and show a high regard for one another.

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

- The manager constructs a curriculum that successfully promotes children's development across all areas of their learning. She places a particular emphasis on promoting children's imagination and creative development. The manager provides opportunities that help children to learn about the similarities and differences in people. For example, children play with a range of toys and resources that positively reflect diversity. The manager provides children with a designated area and appropriate resources to help them to stop, reflect and come up with a solution to help them manage their emotions.
- The manager makes sure that staff receive regular individual support meetings and provides them with coaching when needed to improve their personal effectiveness. This helps to make sure that staff are happy in their work and that teaching is consistently strong.
- Staff enthusiastically and skilfully engage children and maintain their interest as they read stories and sing with them.
- The special educational needs coordinator brings a wide range of skills, expertise and enthusiasm to her role. She regularly liaises with the local authority adviser and other external agencies to coordinate additional support for children with special educational needs and/or disabilities. This includes organising specific training for staff to support intensive interactions with children. This means that staff are supported well to help these children to make the best possible

progress.

- The manager seeks the views of parents, children and staff. This, along with strong partnerships with the local schools, helps her to identify effective targets and drive forward ongoing improvements that benefit the children attending.
- The cook provides children with nutritious and well-balanced home-made meals and snacks. Staff encourage children to be independent learners and to help with small tasks. For example, at mealtimes, children confidently pour their own drinks and scrape the waste food off their plates when they have finished eating.
- Children form secure emotional attachments with staff through an effective key-person system and settling-in procedure. For example, staff in the baby room are always on hand to offer reassurance and cuddles. Additionally, staff in the toddler room sit with children and gently pat their backs to help them fall asleep.
- The manager analyses the progress of individual and specific groups of children. She identifies any gaps in children's learning and put plans in place to address these. However, not all staff use the information they gather from observing children as effectively as possible to support them to make rapid progress in their learning.
- The outdoor environment offers the younger children good opportunities to develop their climbing and balancing skills. However, staff do not focus strongly enough on encouraging the older and more physically able children to fully extend their climbing or balancing skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the signs that may indicate that a child is at risk of abuse or neglect. They are very aware of the correct procedures to follow if they have any concerns about a child's welfare. The manager ensures that visitors to the nursery are made aware of the code of conduct that they must follow to keep children safe. Staff thoroughly check all indoor and outdoor areas to identify and minimise any possible risks to children. This, and risk assessing all outings off the premises, helps to keep children safe and well. There are effective recruitment and induction procedures in place to ensure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- use the information gathered from observing children even more effectively to help children make rapid progress
- provide the older and most-able children with further opportunities to develop their climbing and balancing skills.

Setting details

Unique reference number	EY403500
Local authority	Telford & Wrekin
Inspection number	10074387
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	1 to 7
Total number of places	42
Number of children on roll	77
Name of registered person	Bertram Nurseries Limited
Registered person unique reference number	RP900892
Telephone number	01952583273
Date of previous inspection	22 January 2016

Information about this early years setting

Strawberry Hill Nursery registered in 2009 and is one of 13 settings managed by Bertram Nurseries Limited. It is situated within Sutton Hill Children's Centre. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to level 6, including one who holds early years teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Older children attend the before- and after-school provision, and holiday playscheme offered by the setting, as required.

Information about this inspection

Inspector
Linda Yates

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager and the quality and compliance officer. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

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