

# Inspection of Strawberry How Nursery School

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

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Inspection date: 8 August 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection OutstandingOutstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Managers and staff work together to provide children with an ambitious curriculum that helps to prepare them with the skills they need for later life. Staff create an environment where children feel happy and safe. They warmly welcome children and their parents on arrival. This helps children to settle easily in the company of their familiar carers. Children behave well. They build strong bonds with their key persons, who help them to develop a sense of right and wrong from the start. Babies are supported well. They gaze lovingly into the eyes of staff as they are being fed. Staff are very responsive to children's emotional needs.

All children enjoy oodles of fresh air and exercise. Their physical needs are well met. Children enjoy outings in the local area and explore their environment. All children have the freedom to move in and out of their base rooms. Babies and toddlers have access to sheltered outdoor play areas where they enjoy sensory experiences, such as playing with the sand, water and modelling dough. Pre-school children actively learn through a well-designed curriculum that is effectively implemented by experienced and knowledgeable staff. In this age group, children are well prepared for their eventual move on to school.

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

- Managers and staff create a warm, inviting, and welcoming environment for children. Leaders have designed a curriculum that has been well thought out and based on children's individual needs and experiences. However, leaders have not ensured that the curriculum intent is consistently understood and applied by all staff. Therefore, younger children are not always provided with the opportunities they need to support their developing confidence, independence and language development ready for the next stage in their learning.
- Children's voices are listened to. This is particularly evident with the pre-school children who are highly motivated to learn. They take responsibility for making their own decisions and following their own ideas. Staff support this within the curriculum intent, instilling confidence in the children and encouraging them to take ownership of their play. For example, after going on an outing to the woods, children relate their walk to their experiences of walking in the Lake District. They recall visits to a local agricultural show and how they saw the mountain rescue services. This interest grows as they use their imagination to construct a pretend helicopter together.
- Parents are complimentary about the staff and the nursery. They value the support that they receive, particularly through the close partnerships established with other agencies. Staff communicate with parents daily. They talk to parents at drop-off times and when they collect their children. These times are beneficial for building effective relationships. Parents particularly like the online platform

where activities and their children's progress are shared instantly. This also helps parents to continue children's learning at home.

- Children's awareness of oral health, healthy eating and food choices is promoted. They enjoy wholesome meals and snacks. Menus are shared with parents, who are consulted to ensure that their children's individual dietary needs are adhered to. Staff are aware of the importance of ensuring children's allergies are recorded and known. In addition, staff work closely with parents to ensure that babies' individual needs are adhered to.
- Staff focus on supporting children with their communication and language skills. They are very attentive and interact with children well. Staff support babies to develop their early speaking skills and teach them to sign. They introduce pre-school children to new vocabulary as they extend and challenge them during their play and in group-time discussions. Staff support children's love of books and children enjoy music and singing. Babies enthusiastically do the actions, showing obvious enjoyment as they sing their chosen songs with staff.
- Health and hygiene procedures are closely adhered to. For example, staff ensure that nappies are changed regularly and the use of creams and wipes are completed in accordance with parents' wishes. By doing so, children's individual needs are met. In addition, staff understand the importance of only administering prescribed medicines. These procedures help to ensure the health and safety of children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of child protection and safeguarding procedures. They have completed safeguarding training and keep their knowledge up to date through regular discussions during staff meetings. Staff know how, when and where to share any worries they may have about the children in their care. This helps keep children safe. Staff know what to do if they have any concerns about any adult working in the nursery. Good recruitment procedures are in place. This helps to ensure that the staff employed are suitable to work with children. Effective risk assessments help to keep children safe on outings.

## **What does the setting need to do to improve?**

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

- support all staff to raise the quality of education and the implementation of the curriculum intent to a consistently high level.

## Setting details

<b>Unique reference number</b>	EY391884
<b>Local authority</b>	Cumberland
<b>Inspection number</b>	10306053
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Strawberry How Nursery School Ltd.
<b>Registered person unique reference number</b>	RP900868
<b>Telephone number</b>	01900 823 322
<b>Date of previous inspection</b>	14 August 201914 August 2019

## Information about this early years setting

Strawberry How Nursery School registered in 2009. The nursery is open each weekday from 7.30am to 6pm, all year round. In total, 17 staff work at the nursery, all of whom hold relevant qualifications, including two members of staff who hold qualified teacher status. The nursery is in receipt of funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carys Millican

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and the children.
- Parents shared their views on the nursery with the inspector.
- The manager and the inspector carried out a number of joint observations of group activities.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- A range of documentation was reviewed by the inspector, including qualification certificates and suitability records.

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.

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