

# Strawberry Hill Day Nursery

Inspection report for early years provision

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**Unique reference number** EY403500  
**Inspection date** 21/06/2010  
**Inspector** Linda Tomkins

**Setting address** Sutton Hill Childrens Centre, Southgate, Sutton Hill,  
Telford, Shropshire, TF7 4HG  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Strawberry Hill Day Nursery registered under new ownership in 2009. It is one of a number of national settings operated by the same provider. The nursery operates from a children's centre building in Sutton Hill, Telford, Shropshire and serves the local area. All children share access to a secure enclosed outdoor play area. Access to the building is on ground floor level. The nursery is open each weekday from 7.30am to 6pm all year round.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the nursery at any one time. There are currently 70 children aged from seven months to 10 years on roll. The nursery is in receipt of funding for nursery education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are nine members of staff, all hold appropriate childcare qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe environment where they are able to make good progress towards the early learning goals. They have a varied range of activities that challenge and hold their interest. This is an inclusive nursery, where each child is recognised as unique and staff ensure that their individual needs are met. There is an effective working partnership with parents. The majority of the policies and procedures are well-planned and implemented. The nursery reflects on their practice to monitor the care and education of children. Staff are committed to improving their skills by regularly attending training.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of the names of the children looked after on the premises is accurately maintained (Documentation) (also applies to both parts of the Childcare Register). 05/07/2010

To further improve the early years provision the registered person should:

- review the risk assessment to ensure the premises and equipment are clean to protect children from hazards
- develop further systems to ensure that what is provided for children

complements the education and care they receive in other settings and ensures consistency.

## **The effectiveness of leadership and management of the early years provision**

The nursery has procedures to ensure children are safe and their welfare is promoted, for example, effective recruitment and vetting procedures are in place. The management ensures relevant details and staff records are available for inspection. Staff have a sound understanding of safeguarding children and of their role and responsibilities in reporting concerns. The nursery has systems to ensure that staff are qualified and suitable to work with the children and that their continued suitability is well-monitored. All new staff undertake an induction programme, which includes an examination of the policies and procedures.

Risk assessments of the premises are completed and are in regular use and review. However, the outside area and resources are not always maintained in a clean condition to protect children from hazards. The premises has appropriate fire detection equipment, and records of emergency evacuation are maintained to ensure that all children are taught how to keep safe in an emergency. All of the required policies, procedures and documentation are stored on the premises, together with details of the regulatory information regarding children's individual needs. The nursery implements their policies and procedures to ensure children's welfare is protected. However, the daily record of the names of the children who are looked after on the premises is not always up-to-date to show which children are present.

Partnership with parents is effective and the nursery has clear records to ensure that parents are fully aware of their children's next stages of development. Parents value the group and the care that their children receive. They are aware of the activities their children are provided with and receive verbal reports and daily diaries. Parents have open access to their children's key worker to discuss progress and examine their observation folders. Daily verbal communication between staff and parents helps to keep parents informed of their children's care and well-being. Parents send thank you cards, one writes 'thank you for making my child's time with you enjoyable, you will all be missed'.

The nursery has procedures for identifying any additional help required for the children. They are aware of how to seek appropriate support from other agencies to ensure that each child benefits from a positive experience. A settling-in and admissions procedure means that children feel reassured by the staff, who create an environment which is warm and accepting of everyone.

Some children who attend the nursery also attend other settings that provide the Early Years Foundation Stage but the nursery is still to develop methods to share information with the other providers to avoid duplicating activities and meet children's individual needs. Staff ensure a smooth transition to school with visits from the school staff prior to the children transferring.

The management has a strong attitude to the further development of the nursery. Space within the nursery is well-utilised so that children can choose their own activity, such as, building constructions from interlocking plastic bricks and drawing at the writing table. Through their process of self-evaluation the staff identify their key areas for further improvement, for example, further developing planning methods, extending partnership with parents and arranging more in-house training.

## **The quality and standards of the early years provision and outcomes for children**

All children are fully included within the nursery because staff ensure children are able to access an exciting range of activities and equipment. Children cooperate with each other, sharing resources as they play together with the wooden bricks and examining the abacus. Children choose a variety of writing materials and creative resources, such as, card, tissue and paint, to make collages and displays.

Children can access the resources as they are stored at low level and clearly labelled. Their technology skills are developed as they competently use programmable toys and play with shape sorting games and jigsaws. The children learn about the wider world with practical activities. For example, they discuss the 'World Cup' competition and learn about South African food and culture. Staff skilfully engage with the children by talking to them and encouraging independence. They further develop as help to lay tables at lunch time and serve their own food and drinks at snack time.

Staff have detailed records on each child's progress and preferred methods of learning and activity. They work with the parents and ensure they have access to their children's observation folders. There is a formal method of monitoring and evaluating the effectiveness of the activities provided for children to accurately measure children's progress in the Early Years Foundation Stage and inform individual plans for children.

Children have access to natural materials in the outdoor area and tactile material inside. They have regular opportunities to count and reason during daily routines, such as, working out how many bricks are in the tower and the number of plates on the table. Children use paint brushes, rollers, cutters and scissors with increasing control and enjoy their sensory play with water, rice and sand. They excitedly join in at registration time and answer with a cheerful 'good morning' as their name is called. Children engage with staff as they choose books to read in free play. Consequently, children's communication skills are rapidly developing.

Children are able to move freely between activities and generally play companionably side by side. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food. They are provided with healthy snack food and enjoy their freshly cooked meals whilst sitting and chatting with staff and each other. The nursery makes effective use of the outdoor area and children have daily opportunities for physical activities, such as, balancing on logs, using the slide and riding the tricycles.

Behaviour within the nursery is good, children understand levels of acceptable behaviour and are learning to share and take turns. They work hard as they help to tidy the toys away after the 'five minute warning' signal is given. Staff have developed innovative methods to gain attention by singing the 'Hello' song to each child. They manage behaviour in a calm, consistent manner and frequently inject moments of laughter into proceedings. Children treat one another and staff with affection and respect. They are taught to keep themselves safe by understanding 'no running inside' rules. The confidence they develop during their time in the nursery ensures they are active learners and prepared for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 05/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 05/07/2010