

Strawberry Hill Day Nursery

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

Inspection date	21/11/2012
Previous inspection date	21/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They show high levels of curiosity and imagination.
- Practitioners are confident in extending children's independence as they encourage children to manage their own personal needs as they self-serve at meal-times.
- Strong relationships are in place with parents. Play and stay sessions help foster effective relationships and make positive contributions to their child's learning

It is not yet outstanding because

- Children with English as an additional language have limited opportunities to express themselves in their home language, as resources reflecting other cultures and languages are limited.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both the baby and pre-school rooms.
- The inspector spoke to the manager and deputy.
- The inspector looked at children's assessment records, planning and documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and development plan.

Inspector

Lesley Bott

Full Report

Information about the setting

Strawberry Hill Day Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Sutton Hill Children's Centre in Sutton Hill, Telford, Shropshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all

year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 78 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend resources to further improve children's sense of belonging, for example, allow children with English as an additional language to have opportunities to express themselves in their home language.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children have an enthusiastic approach to learning. Practitioners have a good understanding of the revised framework, and transfer this into how to engage children's interest through play. Secure planning across the seven areas of learning ensures that all aspects are sufficiently included. Planning and assessment are monitored by senior staff on a regular basis to ensure that it is consistent and identifies any gaps in learning. Systems are in place for observation and assessment to be used effectively to identify and plan for children's next steps.

All children benefit from opportunities to play outside on a daily basis. Outdoor clothing has been purchased to ensure that children are able to enjoy the outdoors regardless of the weather. As a result, they enjoy splashing in puddles and examining the outdoor environment. While all children benefit from opportunities to play with a good range of equipment, the opportunity for children to play with multicultural and diverse equipment is not as well embedded. Consequently, children whose home language is not English have limited opportunity to see and hear their language spoken and valued.

The introduction of phonic sessions for the older children helps to further promote their understanding of sounds and letters. For example, many three- and four-year-old children are confident with the sounds of initial letters, and can identify specific objects that begin with the sound. Babies develop their language skills as they repeat vocabulary introduced by practitioners as they make patterns with the paint and glitter.

Children are able to choose where they play and with which resources as they are skilfully supported by practitioners. Children are encouraged to be independent and are challenged

to put on their own shoes and coats when going out. Resources are accessible for children as they develop their own self-care. Systems to assess children's starting point on entry and transitions within the nursery are secure. Effective processes are in place for parents to receive regular newsletters and they are invited to 'stay and play' sessions so they are fully included and helped to understand how to support their child's learning at home.

The contribution of the early years provision to the well-being of children

The successful implementation of the key person system ensures that all children are able to form secure emotional attachments and bonds. All children show a strong sense of belonging within the nursery. They display high levels of confidence and self-esteem as they demonstrate an awareness of responsibility. For example, children relish in opportunities to tidy up, knowing where equipment is stored, and take turns in preparing the table for lunch. Practitioners are good role models, providing clear guidance of acceptable behaviour to all the children.

Babies settle easily as practitioners are familiar to them and have a good knowledge of their individual likes, needs and routines. Parents are offered settling-in sessions to ensure their children are happy and emotionally secure. Investigative skills and babies' curiosity are promoted well as resources are relevant to their age and stage of development. Low-level storage of equipment, including treasure baskets, textured discs and shape sorters, allows babies to follow their own interests. Pre-school children develop good self-care skills, for example, they are able to self-serve themselves at lunch times, and make independent healthy choices at the 'cafe style' snack time. Children are well prepared for the next steps in their learning as practitioners help develop their independence for transition to school.

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

Children are safeguarded because all practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow. Well-written safeguarding policies have been developed following guidance from the 'What to do if you think a child is being abused' booklet and the local authority Integrated Childcare Services booklet. These are well embedded and understood by staff to ensure consistency. Robust vetting and training of all staff ensures only suitable people have access to the children. In addition, management monitor staff performance through appraisals and informally through observation of practice to ensure that staff are able to identify and raise any safeguarding issues. Systems for evaluation and improvement are clear and successful; a development plan is in place to address the revised framework to ensure that all staff are fully trained. Recommendations raised at the previous inspection have been addressed and implemented into practice to raise standards.

Rigorous systems are in place to observe, assess and monitor each child's progress which in turn is monitored by senior staff members. Effective planning ensures that staff have an

accurate understanding of all children's skills abilities and progress. Systems are in place to ensure that children with identified needs are targeted so that appropriate interventions are sought and gaps are closing.

Parents and carers can view and discuss their children's learning journey records with their child's key person at any time to fit in with themselves. Termly newsletters help keep parents informed of events, staff development and training, and achievements of children. The nursery has strong links with all extended services because it is situated within the children's centre. This enables staff to work closely with other professionals to support children with additional needs. Excellent links are in place with local schools as staff are continually developing their relationship with the two local primary schools in order to prepare children for their transition between school and nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY403500
Local authority	Telford & Wrekin
Inspection number	874138
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	78
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	21/06/2010
Telephone number	01952583273

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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