

Strawberry Hill Day Nursery

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

Inspection date	28/10/2013
Previous inspection date	21/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children form positive relationships with all staff and their key persons. As a result, they are happy and confident within the nursery.
- Staff work well with parents and carers as they are kept well informed about their children's achievements through regular discussions and termly progress meetings.
- Children's transitions from home to nursery are managed sensitively so that children settle well and become familiar with the nursery routines.

It is not yet good because

- Daily registers do not accurately reflect children's hours of attendance which means that children's welfare is not fully promoted by the robust completion of all the necessary documentation.
- Monitoring of staff's performance is not fully effective resulting in inconsistent practice from some staff members. As a result, children's enjoyment and learning potential is not fully promoted at all times.
- Children's learning is not always fully supported initially, as all staff do not take into account the information from parents on induction to fully promote children's progress from the start.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke with the manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at documentation including children's records and policies.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector conducted a tour of the premises.
- The inspected observed children's activities both indoors and outdoors.

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 eight members of childcare staff. Of these, seven 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 82 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a daily record of children's hours of attendance is accurately maintained, in order to fully support children's well-being if there are any concerns about a child's pattern of attendance at the nursery.

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

- enhance systems to monitor all staff's practice to ensure they are sharply focused in order to disseminate sound practice to benefit all children
- review the use of baseline assessments to ensure that all staff take into account this information when children first attend so that children make the best possible progress from the start.

Inspection judgements

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

Children are excited and enthusiastic in this well-resourced nursery. They show that they feel secure and settled as they help themselves to toys and resources and chat to staff confidently. Toddlers seek out staff to join in their imaginative play, inviting them to stand and pose for photographs as they take pictures of activities with the nursery camera. They have great fun as they engage in make-believe in the role play area rocking their babies to

sleep, or putting them in pushchairs to take to the shops.

Children's skills and abilities are identified by staff through observations within the first six weeks of attending the nursery. Staff use this together with information from parents to establish a starting point in their learning and development. However, this process is not consistently embedded throughout the nursery and some staff do not complete the observations, or use information appropriately from parents when their child first starts. As a result, this limits the progress some children make when they first start as staff are not fully aware of their needs.

In order to establish children's interests, regular observations and ongoing assessments are completed on a termly basis. These help to track and monitor children's learning and development. The information provided enables staff to adapt activities around the areas of learning and highlight any possible delays within individual children's development. Parents have the opportunity to view and discuss their children's learning journey records at any time in order to be involved in their child's learning. In addition, staff record 'possible lines of development' and share this with parents on a termly basis to further include them in their children's learning.

The learning environment supports children's activities and interests. Children begin to recognise the letters in their own names as they find their own coat hooks when they arrive. Staff offer appropriate support to children as they write their own name on their work before putting this into their tray to take home at the end of the day. Books are also regularly enjoyed either in a group or on a one-to-one basis. The children sit at circle time to listen to a familiar story from a member of staff, enjoying knowing what comes next as they recall the story. These activities help prepare children for their next steps in learning, such as, transition to school. However, not all staff use effective teaching strategies to extend children's learning. For example, during craft activities staff in the toddler room take over using the scissors and cutting out the circles for the children. As a result, opportunities for children to develop their curiosity and explore their own ideas are lost. Outside play is available throughout the day. All children are able to move freely between the indoor and outdoor play area. Children develop their physical skills as they enjoy riding bikes, using push-along toys and rolling balls down the sloping drain pipes. They learn about the natural world as they play in the digging area, experiencing the feel of soil as they plant flowers and vegetables. They have opportunity to develop their creative skills as they make pies in the 'mud kitchen' and create shapes in the sand.

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

There is a sound key person system in place which helps children to feel emotionally secure. Staff are friendly, caring and attentive towards the children, which enables strong attachments to form. The settling-in system is flexible in its approach to ensure all children's needs are met. This means that parents can remain with their child until they feel it is appropriate to leave. These arrangements promote children's well-being and contribute positively to the transition from home to their new environment. The nursery also operates a key person 'buddy' system which ensures that staff, parents and children

are aware of who the key person is if their usual carer is off work for any reason. Staff work closely together within this small nursery and complete 'transition forms' when children move rooms to promote consistency in their learning.

Children are starting to become used to familiar routines throughout the day. For example, children have a five minute warning before tidy-up time to enable them to finish or prepare to stop their activity. They share and take turns with resources, as they receive praise from staff. This supports children in knowing the routine of the nursery as they are given clear guidance about acceptable behaviour. Staff use a sand timer with younger children to help them understand about sharing toys and resources. As a result, children develop an understanding of acceptable behaviour. Staff are fully committed to children's safety and well-being and a high priority is given to the safety of the provision. For example, staff explain to the children about their 'indoor feet' as they return from outdoor play and begin to run around indoors. This helps children to understand about keeping themselves and others safe when playing indoors. Staff follow appropriate procedures if children have an accident at the nursery. They make an appropriate record of any injuries and ensure parents are informed of what happened.

Children learn about healthy lifestyles through regular daily opportunities to be outdoors which benefits their physical health. Children are also encouraged to be independent regarding their own self-care as they are reminded to wash their hands before snack and meal times. They are provided with a suitable range of healthy snacks and meals, such as fresh fruit and freshly prepared meals. Children learn through appropriate support from staff where needed, to pour their own drinks and serve their own food at meal times. This helps to support the development of their self-help skills.

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

The inspection took place following a concern that a child did not receive sufficient comfort and support because they were outside with only one member of staff. The subsequent investigation by the manager found that although staff to child ratios were met, at the time, one member of staff had gone inside to change another child's nappy. As a result, an action plan has been put into place to ensure that two staff members are always present outdoors with the children at all times to ensure their well-being is fully supported. During the inspection, staff ratios were observed to be good and the manager is not counted in ratios so that she can provide additional staff cover as required. Staff sign in and out and record the time and they mark which children are present at the nursery. However, they do not record children's actual hours of attendance, which is a requirement of the Early Years Foundation Stage and the Childcare Register. This means that children are not being safeguarded by the robust completion of all the required documentation.

Annual appraisals are undertaken by the manager to discuss strengths and weaknesses in staff practice and to identify any training needs. There are also some procedures in place to observe staff and monitor the quality of teaching and learning. However, the manager

does not always focus sharply enough on the impact that individual staff have on children's learning, identifying where teaching is effective or could be improved. As a result, staff do not benefit from opportunities to share best practice to bring about more positive learning experiences for all children. A suitable range of procedures are in place to safeguard children in the pre-school. The manager and staff have undertaken relevant training and are clear about their responsibilities to protect children. Recruitment and vetting procedures are robust, and there are accurate records to demonstrate staff suitability.

The educational programme is satisfactory monitored. The manager uses appropriate tracking documents to ensure that children are covering all the areas. Where gaps in children's achievements are identified, staff are quick to respond by providing focused activities to help children develop their skills. Consequently, all children are making satisfactory progress towards the early learning goals.

Parents and staff are encouraged to give their views and opinions to address identified areas for development. Partnerships with parents are well established and they speak highly of the nursery. They comment upon how much their children's speech has developed since attending. In addition, they know their child's key person who shares information daily and they believe their children are happy in the nursery. A parents' board is available with displays, including copies of policies and important information.

Links have been made with the local schools, and pre-school children visit the schools prior to their transition. Staff recognise the importance of establishing partnerships with other settings when necessary to share information. For example, transition documents are completed when children move on to school. Consequently, they have a sound knowledge of the importance of partnership working.

A self-evaluation process is in place, and as a result, changes to the layout of the nursery have been implemented. For example, due to the growing numbers of two-year-olds attending the nursery they now have their own room which enables staff to focus more on their individual needs. The manager has addressed the recommendation raised at the last inspection and purchased new resources and equipment to reflect a range of cultures. Signs and posters are in dual languages to help children who speak English as an additional language see and recognise their home language. This shows a satisfactory capacity to improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep records of the following, a daily record of the names of the children looked after and their hours of attendance, and keep for a period of two years.
(compulsory part of the Childcare Register)
- keep records of the following, a daily record of the names of the children looked after and their hours of attendance, and keep them for a period of two years.
(voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 action. 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	939787
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	82
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	21/11/2012
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, which are usually the childminder's 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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