

# Strawberry Hill Nursery

Inspection report for early years provision

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**Unique reference number** 130722  
**Inspection date** 06/08/2009  
**Inspector** Christine McInally

**Setting address** 19 Grantham Road, Brighton, East Sussex, BN1 6EE

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**Type of setting** Childcare on non-domestic premises

## 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.

## **Description of the setting**

Strawberry Hill Day Nursery operates within a converted coach-house and out-buildings in the Five-ways area of Brighton, East Sussex. The nursery is one of three child-care settings in Brighton and Hove run by the same owner. A maximum of 44 children under eight years may attend the nursery at any one time, all can be in the early years age range. The nursery is open each weekday from 07:30 to 18:30 throughout the year. Children have access to a secure enclosed outdoor play area.

There are currently 92 children aged from under one year to five years on roll. Of these, 42 receive funding for nursery education. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery supports children who have learning difficulties and/or disabilities, or who speak English as an additional language.

The nursery employs 16 staff, of these 11 hold appropriate early years qualifications, with the other five currently undertaking training.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. There is a lovely atmosphere at the nursery, with all staff working closely as a team and children actively engaged throughout the session. The adults caring for children recognise and value each child's uniqueness respecting them as individuals. Children are confident and happy as they are treated with genuine respect and care. Individual needs are successfully met as staff work with parents and other professionals to support children with any additional requirements. Continual improvement is given a high priority and the extremely well organised self-evaluation systems identifies clear goals for improvement.

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

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

- involve children in learning which takes them into the local community, such as walking to the shops.

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

Children are extremely well supported and encouraged throughout their time in the nursery. The learning environment is well organised with easy access to resources that meet the needs of all children. The management team provide exceedingly clear direction and focus for the nursery's work. A full set of policies and procedures is in place and followed vigilantly by the staff to ensure children's welfare is effectively safeguarded and promoted. Careful recruitment and appraisal

procedures ensure that all adults working with the children are both suitable and well prepared for their role. Highly effective systems are in place to evaluate the provision for children's welfare, learning and development. The management team and staff regularly reflect on their practice and provision and the views of parents, children and other professionals are meaningfully sought. This feedback is used to inform the ongoing development plans. The nursery has addressed the recommendation made at the last inspection by including ideas for activities parents can do at home with their children in the monthly newsletter.

Effective partnerships with parents and carers are established during the supportive settling-in period. Parents' opinions are highly valued and they are regularly consulted in questionnaires. Communication systems, such as daily diaries and newsletters extend informal information sharing and strengthen partnerships. Systems to assess children's progress are effective and the emphasis is on sharing these regularly with parents, positively impacting on children's care, welfare, development and learning. Links with other providers are effective and promote the integration of care.

Staff have a clear understanding of their roles and responsibilities to safeguard children as all have attended child protection training. The premises both indoors and outdoors are safe and secure. Safety in the setting is taken seriously and children are effectively protected by robust systems for arrival and collection. The building and grounds are secure to prevent uninvited visitors from entering and children are effectively supervised to ensure they play safely. Risk assessments, which are regularly reviewed, enable staff to identify and address potential dangers quickly.

## **The quality and standards of the early years provision**

Children are extremely content and happy in the nursery. They enter the setting with enthusiasm and eagerly settle to play with a variety of interesting and imaginative toys and resources. All resources are freely available, giving children opportunity to make choices and decisions about what they do. There is a balance of child-initiated and adult-led activities, which help children to be active learners. Daily activities are thoughtfully planned taking into account children's individual interests and needs. Next steps in their learning and development are clearly identified and provided for, and their progress, interests and achievements are clearly recorded. These records show the good progress children are making towards the early learning goals and successfully engage parents in their child's learning and development. Babies and toddlers enjoy lots of physical contact with the staff which enables them to feel extremely secure and play contentedly. Staff value children's contributions and creations, displaying them attractively on wall displays, developing children's self-esteem. Children benefit from the 'free flow' system which, on the whole, allows them to move freely between the indoor and outdoor environments and choose the activities they wish to participate in and when. Children develop a healthy interest in books and they enjoy sharing stories with adults and peers. They are confident speakers, and understand they can use writing for a variety of purposes and are beginning to write for themselves. Children skilfully use and recognise numbers in everyday activities. Children count

confidently and recognise numbers that are important to them. Young children delight in exploring the outdoor environment, for example, two children enjoy building shapes in the sand, while another explores colour and texture as they participate in a finger painting activity. Staff provide some opportunities to bring aspects of the local environment into the nursery. However, children are not offered opportunities to extend their learning through visits or trips within the local community. Children express themselves creatively using all of their senses to actively explore a stimulating range of new experiences. Imagination is well fostered through interesting imaginative play areas, such as the 'Space Rocket'. Children are confident in using information and communication technology, for example, they demonstrate good mouse control when using the computer. Children move confidently showing a good awareness of space and others in both the indoor and outdoor space.

Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. They are encouraged to consider and recognise potential risks and dangers through role play, topics and stories. Children are polite, well behaved and learn to consider the needs of other people. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Lunch and snack times are social occasions when children talk and laugh with their friends and staff. Children particularly enjoy having the opportunity to decide when to have snack or lunch during the session at a time that suits them. Meals are provided by an external caterer or parents can also provide packed lunches if they wish and are given guidance on what to include and what not, for example, the nursery has a no nuts policy. Younger children are encouraged to be independent and are supported well by staff as they begin to feed themselves.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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: Met

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