

Strawberry Hill Nursery

Inspection report for early years provision

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Inspector	Fler Wright
Setting address	19 Grantham Road, Brighton, East Sussex, BN1 6EE
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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.

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Description of the setting

Strawberry Hill Nursery opened in 1990. It is one of a group of three privately owned nurseries. The nursery is based in a converted coach house and out-buildings situated in the Fiveways area of the city of Brighton and Hove, East Sussex.

The nursery is open from 7.30am to 6.30pm every weekday, for 51 weeks of the year. A maximum of 44 children may attend the nursery at any one time. There are currently 76 children aged from 3 months to under five years on roll. The nursery are in receipt of funding for early education. The nursery is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery offer support to children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 15 members of staff. Of these, nine hold appropriate early years qualifications, and six are working towards a qualification. One member of staff has a level four qualification, and two other members of staff are working towards this qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy the time they spend at the nursery. They are engaged in a good range of activities and experiences that help them to make good progress towards the early learning goals of the Early Years Foundation Stage given their starting points and capabilities. Staff pride themselves in knowing children well, and although the assessment process is informal, staff are clear where each child is at in their learning. The partnership with parents is strong, and there are well established relationships in place with other agencies, although the nursery has not yet formed links with other childcare providers that children attend. Good use is made of a variety of self-evaluation techniques, ensuring that priorities for development are identified and acted upon, resulting in well-targeted plans. As a result, the nursery has a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the arrangements for sharing relevant information with practitioners in other early years settings children attend in order to ensure effective continuity and progression
- develop the arrangements for periodically assessing children to ascertain

their achievements and help plan for the next steps in their learning

The effectiveness of leadership and management of the early years provision

Staff are experienced and have a good knowledge and understanding of safeguarding procedures. Risk assessments ensure the environment remains safe for the children in attendance and thorough vetting and recruitment procedures ensure that all staff are suitable to work with children.

The management team is organised and very supportive of their staff at the nursery. Space, time and resources are all well organised helping to ensure best use is made of them and children benefit as a result. Staff and children are able to contribute to the wide variety of self-evaluation techniques in place. The nursery has been awarded the 'Quality Improvement in Learning and Teaching' (QuILT) award, which is a modular quality assurance scheme that promotes a continuous cycle of reflection and action, ensuring the nursery continues to evolve and improve the outcomes for children. Staff are knowledgeable and are given regular opportunities to attend training to update their skills. This, coupled with the well-targeted plans in place, ensures the nursery have good ambition and a strong capacity to improve.

Partnerships with parents are strong, and they are kept well informed of what their children are doing at nursery through talking with staff and a detailed newsletter that is distributed monthly. Parents have the choice of receiving it electronically or in hard copy format helping to ensure it is seen and read by as many parents as possible. The nursery has established links with external agencies and services to ensure each child gets the support he or she needs. However, there are no procedures in place for the nursery to liaise with other providers delivering the Early Years Foundation Stage that children attend, hindering the ways these children are able to thrive from complete continuity of care.

The planning is balanced, and covers all areas of the curriculum helping to ensure children make good progress towards all of the areas of learning. Staff make daily observations of the children and use these to inform the planning helping to create a learning environment tailored to meet children's individual needs. Staff know the children in their key groups very well, and are able to demonstrate how well each child has progressed since starting at the nursery although the lack of periodic assessment across all of the areas of learning makes it harder to demonstrate clearly how well children are achieving.

The nursery is committed to promoting equality of opportunity and works to ensure children's needs are met. All children and families are valued and appreciated by staff who are proactive in ensuring the nursery environment is inclusive for all. Staff work with parents of children who speak English as an additional language, to highlight key words in their home language to help give the children an important sense of belonging. Makaton is used routinely throughout the nursery and helps all children and staff to communicate effectively. The designated Special Educational Needs Co-ordinator has a secure knowledge and

understanding of her role and responsibilities

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

Children greatly enjoy their time at the nursery. Children of all ages have access to a good variety of activities and experiences on offer each day that are carefully planned to ensure that they learn through their play whilst ensuring a balanced curriculum. Older children are able to freely access the computer and take much interest in the programmes available. They demonstrate good mouse control. All children enjoy story time, and demonstrate that they know the stories well by joining in with repeated phrases and even young children listen with great interest. They squeal with delight as they sing and dance around the room with staff and their peers and ride completely on scooters and trikes in the garden area. Children demonstrate good progress in developing the skills that will help them in the future.

Children engage in a good range of activities and experiences which help them to value diversity. They have access to a range of resources which help them learn about communities and the wider world, and celebrate a range of cultural and religious festivals throughout the year. Children behave well and respect their peers. They demonstrate they feel secure in their surroundings and confidently explore the space available to them. Fun experiences such as puppet play help children to learn about people who help them such as 'Lewis the lollypop man' who they know helps to keep them safe as they cross the road. Children form close bonds with adults and other children at the nursery. Staff are warm, friendly and caring. They thoughtfully tend to children's needs by wiping their noses or offering cuddles.

Children demonstrate a secure understanding of keeping themselves healthy, and the activities and experiences around the nursery help to ensure this remains of paramount importance. Staff are vigilant in ensuring good hygiene is promoted, and young children access tissues independently helping them to think about and act upon, meeting their own personal needs. Children enjoy packed lunches provided by their parents, or hot meals that are prepared off of the premises and heated carefully by staff.

Children make good progress towards the early learning goals. Observations are used effectively to inform planning for the next steps in children's learning, and mean that staff know each child within their key group very well. They informally assess each child's progress based on their secure knowledge of what they know each child can do. The systems in place are used effectively across the whole nursery and ensure children's needs and interests form a key part of the planning process.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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: Met

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