

# Strawberry Hill Nursery

19 Grantham Road, Brighton, East Sussex, BN1 6EE

<b>Inspection date</b>	23/06/2014
Previous inspection date	15/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- A significant number of well-targeted and effective improvements have taken place following a recent change in leadership within the nursery to motivate staff and improve children's learning experiences.
- Children enjoy playing with the impressive range of resources and use these effectively to enhance their learning and development.
- The positive, friendly and stimulating environment helps children to develop very good social skills and behaviour.
- Children benefit from a good level of physical challenge in the outdoor play area.
- Effective safety arrangements are in place, protecting children as they play and learn.

### It is not yet outstanding because

- Systems are not effective to encourage parents to play a more active role in working with staff to set future learning goals, to inform planning, and extend children's learning at home.
- The lunch arrangements for older children do not fully encourage their independence and understanding of table manners and expectations during these times.

## 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 viewed all areas of the nursery.
- The inspector spoke with the manager, staff, children and parents at appropriate times during the inspection.
- The inspector observed the interaction of the manager and children during a range of activities.
- The inspector undertook a joint inspection with the manager.
- The inspector viewed a selection of documentation including children's progress records.

## Inspector

Liz Caluori

## Full report

### Information about the setting

Strawberry Hill Nursery registered in 1990. It is one of two nurseries owned by the same private provider on the same residential street. The nursery operates from a converted coach house and outbuildings in the Fiveways area of the city of Brighton and Hove. There are four playrooms and a fully enclosed outdoor play area. The baby room is located on the first floor.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from Monday to Friday all year round from 7.30am to 6.30pm. There are currently 81 early years age children on roll. The nursery supports children with special educational needs and/or disabilities and as well as those who speak English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four years. The provider employs nine staff to work with the children, of whom, 12 hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- extend systems to fully engage with parents to set future learning goals for their children, to inform planning, and support learning at home
  
- extend the support further for older children at meal times to develop independence and an increased understanding of table manners and expectations during these times.

### Inspection judgements

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

Children make good progress in their learning and development and play happily throughout the nursery. Staff regularly observe children as they play. They use these observations to plan suitably challenging activities based on children's individual interests. A recently improved system for recording assessments on children's progress helps staff to easily identify gaps in achievement. Parents receive regular updates on their child's progress. However, current systems do not routinely include parents to work with staff to plan their next steps in their learning, to inform planning and extend children's learning at home. Appropriate arrangements are in place to complete the required progress check for children aged two years.

Children take part in a broad range of activities and experiences throughout the day both indoors and outside in the outdoor play area. They receive good support to develop their communication and language as staff consistently use effective strategies to encourage them to speak. For example, staff working with older children, know to ask open-ended questions to extend conversations. Those working with younger children use a lot of clear language and repetition. There is a good focus on promoting children's physical skills. There are many resources to promote their coordination and they have a lot of time each day to use them and engage in energetic play. As a result, children climb confidently and older children enjoy using two wheel bikes, which they steer competently.

Staff make good use of the outdoor area to promote children's interest in nature. There is a planting area and staff work with children in small groups, allowing them to use some tools to help tend the plants. There is also a 'bug hotel' for children to observe mini-beasts. There are many opportunities for children to express themselves creatively. They enjoy dressing up and engaging in role-play games, as well as exploring a broad range of art and craft materials. The manager is currently working with staff to ensure they place more focus on celebrating children's own ideas, and limiting the amount of adult input and direction offered.

A named member of staff takes lead responsibility for coordinating the care of children with special educational needs and/or disabilities. She has attended training and has a good understanding of her role to support children's specific learning needs. There are also effective arrangements to support children who speak English as an additional language. These include the use of sign language and resources to reflect the languages spoken in children's homes.

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

Children behave safely and sensibly, listening well to guidance from staff. They have opportunities to take carefully managed risks as they explore their own physical capabilities, for example when using the climbing equipment. Effective key person arrangements help to ensure they meet children's care needs well and promote children's sense of security. Children are developing very effective social skills, displaying good behaviour and making genuine friendships. Staff act as very good role models, being considerate, respectful and polite in their interaction with parents, each other and the children, which helps children to show respect for others as they learn to manage their own behaviour.

There is an impressive range of toys and resources aimed at promoting all areas of children's learning and development. Children confidently explore the resources, choosing what they want to play with. The manager and staff team are currently working to improve the internal decoration of the group rooms. This work is taking place at weekends to ensure that there is no disruption to children. Parents and children are responding very positively to the changes made to date to improve the indoor learning environment.

Children enjoy nutritious snacks, and those who are present at midday, either eat lunches

provided by the nursery or bring in food from home. Hygiene and food preparation arrangements are entirely appropriate, and staff check the temperature of hot food to ensure that it is safe for children. However, the social aspects of lunchtime for the older children are not fully effective in all areas. This means that they are not all practising skills they will need in school. For example, staff do not consistently help them to gain more independence or an increased understanding of table manners and expectations during these times. Those who have cooked lunches have the correct cutlery and so develop good table etiquette. However, those who bring in packed lunches do not benefit from the same good support. In addition, staff sometimes provide fresh drinking water in the children's individual bottles, which means they do not always experience drinking from open cups. For older children, staff provide hand gel rather than encouraging them to wash their hands before they eat. In all other respects, children receive good support to develop good personal self-care skills. For example, staff teach them how to become independent in their toileting. This includes checking that they are appropriately clean.

Staff provide good support to prepare children emotionally for their move to school. They work effectively with parents and communicate with local schools to ensure that children's individual needs are fully recognised. Staff working with the children who will be leaving, spend time positively discussing the changes they are going to experience and show them pictures of their new schools.

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

There has been a recent change of manager at the nursery. This has resulted in a substantial amount of well-targeted improvements imposed over a relatively short period of time. The majority of these, such as changes to the physical environment, have had an immediate positive impact on the experiences of children. Other changes, such as reorganisation of the staffing teams in group rooms, are in progress and the benefits to children's learning and development becoming evident. The staff team are supportive of the manager and show a strong commitment to working together to raise standards throughout the nursery. They interact positively and appropriately together. Management actively seek the views of staff to contribute to the self-evaluation process and work together to improve practices. The management and staff team fully understand their responsibility to promote children's learning and development and do this well. The manager has good arrangements to regularly review the progress that children are making to monitor the quality of educational programmes.

Effective arrangements are in place to promote children's safety. The manager takes lead responsibility for child protection. She has attended training to increase her understanding of the responsibilities of this role. There is a clear and appropriate written policy, which details the procedures to follow should concerns arise regarding the welfare of any child. In addition, the manager is fully aware of the process for responding to an allegation against a member of staff. Robust recruitment procedures mean that suitably qualified and vetted staff care for children. Staff complete regular risk assessments and daily safety checks, to identify potential hazards and take appropriate action to minimise these. There

are a range of policies relating to staff practices that promote children's safety and wellbeing, which staff prioritise. For example, staff who smoke are expected to leave the premises and change their uniforms, and there is a zero-tolerance policy relating to alcohol.

Parents receive a friendly greeting from the manager and staff as they arrive at the nursery and have access to all written policies and procedures. Parents speak positively about staff and feel confident that their children are happy and are progressing well. There are clear arrangements to work in partnership with other early years providers and professionals to provide consistent and cohesive care for children.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	130722
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	978743
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Lynn Hoare
<b>Date of previous inspection</b>	15/07/2013
<b>Telephone number</b>	01273 561 100

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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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Piccadilly Gate  
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