

# The Blue Strawberry Kids Daycare Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359352
<b>Inspection date</b>	20 May 2008
<b>Inspector</b>	Sheila Dawn Flounders
<b>Setting Address</b>	Cawston Grange Primary School, Scholars Drive, Cawston, RUGBY, Warwickshire, CV22 7GU
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<b>Registered person</b>	The Blue Strawberry Kids Daycare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Blue Strawberry Kids Daycare Ltd at Cawston Grange is one of three settings run by the company. It registered under the present name in 2007 and operates from two rooms and associated facilities within the school. It is situated on a housing estate on the outskirts of Rugby, Warwickshire. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 18.00 for 49 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 76 children aged from two years nine months to 11 years on roll. Of these, 48 children receive funding for early education. Children come from a wide catchment area, as most of their parents either live or travel in to work in the area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs four members of staff. Of these, three hold appropriate early years qualifications and the other is working towards a qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Routines are in place to keep the premises and resources clean, with all the staff involved. They have procedures in place for sensitive handling of any toileting accidents as the children are encouraged towards independence in their hygiene routines. Children are aware of the need to wash their hands after toileting, after messy activities and before eating. However many of the younger children do not do this thoroughly when there is no adult supervision, omitting to use soap, which puts them at risk from cross-infection. Some of the older children do not wash their hands at all before eating tea. Children are protected from the risk of cross-infection following illness due to the setting's sickness policy and exclusion periods which are notified to parents as necessary, for example, advice is currently displayed due to the occurrence of chicken pox. Children's daily health needs are met, with certain medications administered by the setting with prior parental consent, although the policy informing parents about what can be given is unclear. Information is collected before children attend about their individual health and dietary needs to ensure these are met.

Young children eat their mid session snack within the nursery room, which is set out and accessed over a period of time so that children choose when to leave their play, sometimes choosing not to have it at all. Staff ensure that reminders are given before it is cleared away and that the options provided are healthy, for example, fruit and vegetables are included daily. Many children access main meals provided by the school, which include options for those with specific dietary needs, while others bring lunch boxes from home, into which some parents put ice-blocks. Children have good access to drinks which ensures they are kept well-hydrated. A choice is provided at snack and tea time, with water given at lunchtime to those not bringing a drink from home and a jug and cups are available in the nursery for children to access water independently. Staff have a satisfactory awareness of food hygiene procedures and ensure that nursery food is stored, prepared and served appropriately, for example, a new fridge has been purchased because staff noticed the temperature on the previous one was variable.

Young children have good access to a wide range of physical activities both inside and out. They are confident as they use equipment outside such as the climbing frame, bicycles and beams to develop their large muscles, most demonstrating good skills as they do so. Staff model the use of resources to children if they are unsure of what to do. The area is well laid out, including some covered areas enabling children to use the outdoor classroom all year round which ensures they have daily access to fresh air and is a strength of the setting. Long periods are spent outside and in the warmer months children are protected from the sun by wearing hats and using sun cream which parents are asked to supply. Children also have physical play sessions inside, with weekly use of the school hall for movement to music and circle games, space can also be made within the nursery classroom when necessary. The older children also access physical play outside, particularly in the longer sessions during the holidays when they enjoy activities such as football, volleyball, cricket, parachute games and races.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are protected from harm because the premises are safe, secure and include the necessary facilities in a self-contained unit where measures are in place to minimise the risk from identified hazards, for example, gates are fitted to prevent unsupervised access to some areas. For most

of their time children are either in the nursery classroom, adjacent school classroom for after school care or the outdoor area, with the school hall also used for physical play and eating lunch; all of these are suitable for their purpose, clean and well-maintained. Staff have a good awareness of safety issues, for example, maintaining a flexible risk assessment during the current renovations to the outside area to ensure they consider the changes as they occur and continue to protect the children. Secure arrival and departure routines ensure that all the children are kept away from the entrance area at these times and that adults collecting children or visitors cannot gain unsupervised access to the building. Children are kept safe on outings as these are carefully planned, risk assessed and all necessary resources taken such as a mobile phone and children's contact details with prior permission obtained from parents, who also often accompany their child on the main annual outing.

Children only use equipment and resources that are suitable for their ages and abilities, which staff monitor for damage. They are encouraged to access many of the activities and resources independently, with items not suitable for this kept well out of their reach. The deployment of staff ensures that children are supervised at all times and they give relevant safety reminders, for example, not to sit on top of the climbing frame or to keep off the wet areas of the floor. As a result only minor accidents occur, after which children receive suitable care because several staff maintain first aid qualifications and necessary supplies are kept easily to hand. All accidents are appropriately recorded and shared with parents. Children learn to protect themselves as they take part in practice evacuations, with staff ensuring that fire safety equipment is suitably maintained and they discuss issues relating to keeping themselves safe during activities as they arise. The children also discuss their rules together in their differing age groups, some of which relate to safety issues, for example, 'take little steps inside' for the younger children and 'no running inside' for older children. All of the children are protected further because staff understand their role and responsibility to safeguard children and the procedures to put in place if necessary. The registered person has ensured that all staff are suitable to work with children and has procedures in place should an allegation be made against any adult in the setting. These procedures are available to parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All of the children in the nursery have access to the same activities and resources, which staff plan taking into account the age range and children's individual abilities. Each child has a keyworker, with the younger children particularly benefiting from having a consistent adult to relate to. They become competent learners as they access a range of activities in the outdoor classroom, through daily creative experiences and opportunities to make marks with various tools. They develop their communication skills during their relationships with each other and the staff, with language used constantly to talk about what they are doing and as they listen and respond to stories and songs. Children's progress and development is well supported because staff plan appropriate activities based on their previous observations and ongoing assessments.

Separate provision takes place for the older school age children in the afternoons and school holidays. Their daily activities are based around physical play, creative activities and a wide range of co-operative games, with a more detailed programme planned by staff during the holidays when they attend for longer sessions. The older children appear content to attend, doing various activities together or with staff members. They explain to others how to play unfamiliar games and mix with children of differing ages, and in the holidays from different

schools. Staff try to make the sessions different from the school day, although they are limited by the use of a classroom as their base.

### Nursery Education.

The quality of teaching and learning is good. All of the staff demonstrate that they have knowledge of the Foundation Stage and are aware of how young children learn. The planning is done together as a team which allows them each to take responsibility for it at different times and they are familiar with what they expect the children to learn from the focussed activities. Planning is based on topics, with some consideration also given to the continuous provision such as sand and water play, although the intended learning from these is not clearly identified. Main activities are evaluated, although often related to children's enjoyment rather than their learning and do not provide evidence of the learning intentions being achieved and therefore what children need to do next, or if not achieved, how it will be readdressed in future planning. Staff regularly assess the children from their dated observations at focussed activities and spontaneously as learning occurs elsewhere, which are transferred directly into each child's records and as a result children's progress can be seen in all areas of learning. However as these do not include detailed information on children's starting abilities, collected with parental involvement, the full extent of individual progress is not clear. Challenge for the more able children is included in the plans for the focussed activities and at other times provided by the quality of interaction with some of the staff as they use open ended questioning to make children think and extend their learning.

Staff plan the range and variety of activities available each session well so that children experience some whole group activities, but mainly spend time in small groups or interacting individually with adults. They ensure that all children have the opportunity to use the outdoor classroom and make the most of opportunities for learning as they arise, for example, discussion is encouraged when a snail is discovered on the climbing frame. They encourage the children to be aware of what is going on around them, for example, looking to see what has changed when they go outside and demonstrate genuine interest in what the children want to tell them during activities. A strength of their teaching is that when asking children a question, they allow time for the children to think and reply. They use their time well, sometimes at specific activities but for most of the time moving around to where the children are, joining in with what has captured their interest, for example, acting as a patient in the hospital or customer in the hairdressers. They know the children well and have appropriate expectations of them, at times referring back to things done previously to recheck their understanding.

Children obviously enjoy their time in the setting and are generally making good progress. The range and variety of activities provided each session ensure they are able to cover all areas of learning over time and that several activities will capture their interest. There is a constant chatter going on as children get involved in the activities, talk about what they are doing and use their initiative to develop their ideas, for example, having made a stick person additional props are found to stand it up with the intention of performing a puppet show later. Children are confident in their actions, moving around the room, selecting resources or changing activities and enjoy the increasing independence that the structure of the session allows, for example, self-registration and the rolling snack time. They are confident talking about themselves and their families, about asking questions if they do not know how to do something or to satisfy their curiosity about something new.

Children's learning takes place cross-curricular, for example, during circle time they listen as others talk about what they have brought in for 'show and tell' and talk confidently when it is

their turn. They contribute ideas about the items such as the need to blow harder to make a noise, or which is their favourite item. They collectively count the number of children present, look at the numbers in the date, discuss what the weather is like, what season it is and the colours of some of the items and also see how some work, for example, looking carefully as a plane moves across the room. During an adult supported activity they select materials to make a stick person, using different methods to attach these and develop their understanding of what a face and body consist of, they have opportunities to learn or revisit the names of body parts and also to practise their control when using small items.

In the free play opportunities they can draw or colour, several demonstrating good pencil control and the ability to write their own names independently on their work. They use magnifying glasses to examine objects or access a variety of programmes independently on the computer, demonstrating that they understand how to use tools and technology. They make their own dough, helping to measure out the ingredients, take turns mixing them and talk about how they change during the process. Construction materials are used to make realistic models, sometimes copying instruction leaflets but at other times designing their own models, for example, a group make realistically sized and proportionate models of Thunderbird vehicles and are able to explain why they are of differing sizes and shapes. Many opportunities are picked up by the staff to check children's understanding and current level of knowledge, for example, to say what letter objects begin with, or to count various things.

All of the children enjoy the group story and singing times. They respond well when staff ask them what they think the story is about from the cover, for example, if it is day or night and to questions as they continue to read, such as how big they think the main character is when he has been shrunk. They join in appropriately to the refrain in stories they are familiar with such as 'The gingerbread man' and with acting out number rhymes such as 'five little ducks' or 'five current buns'. Children know what the words to the songs should be and correct staff when they make mistakes to check they are listening carefully, which generates great amusement.

### **Helping children make a positive contribution**

The provision is good.

Children are generally well-behaved because they are aware of the boundaries in place as they are involved in drawing them up. The school aged children and the nursery children separately hold discussions about what their rules should be and each set is prominently displayed as a visual reminder. Staff also use simple strategies to reinforce them, such as reminders about 'good sitting' and to put their 'good listening ears on' for the younger children and bells are rung several times each session as a prompt for them to stop what they are doing and listen for a few moments. The emphasis is very much on promoting good behaviour with children given lots of praise and simple rewards such as stickers for helping to tidy up well or sitting appropriately at lunchtime if this is something the individual child finds difficult. Any incidents that do occur are effectively managed using suitable strategies, including a warning system, and fully discussed with parents to ensure consistency. Effective procedures are in place for the identification and support of children with learning difficulties and/or disabilities and several staff have experience of working with other professionals to ensure they provide appropriate activities and resources to meet their individual needs. The premises is easily accessed and disabled toileting facilities are available elsewhere within the building.

All of the children are happy, settled and obviously feel secure, they show a strong sense of belonging through their familiarity with the structure of the sessions, knowledge of where the

resources are and their positive interaction with each other and the adults. They are confident about making choices about what to play with, when to go for snack or to take themselves off to the bathroom. They articulate their thoughts very well and staff show that they respect children's ideas and their development as they join in alongside them at activities, also giving notice that it will be time to tidy away so that the children have time to finish things they are in the middle of. Children take pride in talking to others about what they are doing, models they have made or the items they have brought from home for 'show and tell', but also respect and listen when others talk to them.

Children become aware of aspects of wider society through their access to a wide range of resources that provide positive images of gender, disability and ethnicity. They also celebrate many cultural festivals throughout the year. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. All parents are able to access relevant information about the setting via the documentation they receive at enrolment, information displayed in the premises, including current issues and any changes to policies or procedures and through diaries for those children who attend all day. In return the setting collects necessary information from them about their child to enable their individual needs to be met. There are opportunities for parents to have a daily discussion with staff at the beginning and end of each session and time to spend looking at activities or displays with their child if they wish. They are also made aware of how to voice any comments or concerns they may have via the suggestion box or by following the complaints procedure. Those with children in receipt of early education also receive additional information on the early years curriculum and are able to see the current planning clearly visible in the entrance area. The prominent displays of children's creative work and a variety of photographs help parents to link the activities to the planning. As well as the daily opportunities to talk to staff about their child's achievements and progress they are also able to have discussions with the keyworker during open sessions and twice yearly parents' evenings. They are also aware that they can see their child's records at any time and some discussions they have had with staff have been documented, but they are not actively involved in contributing to them on a regular basis to add what they know about their child's abilities. Parents have many opportunities to be involved in their child's learning because they have information about the current topics and plans in advance and are thus aware of the types of activities their child will be taking part in and can contribute relevant resources from home when asked. They are able to share books at home with their child regularly, discuss the various creative items that their child brings home and also to take part in open days and accompany their child on outings.

## **Organisation**

The organisation is good.

Staff make good use of the premises, their time and the resources available. The resources are organised by area so that the children are familiar with where things belong and where to find additional things they want to access without having to ask for help. At times staff are delegated to a specific activity or duty, for example, to the focussed activity or to be responsible for the snack area, but mostly they are autonomous, moving to where they see children need support or to encourage children to access certain resources. They ensure that the periods around routines are fully used, for example, reading an additional story as some of the children are going home, or getting the children to copy actions when they are waiting in line before lunch when others are still in the bathroom. Activities are set up ready for the beginning of each session, covering all the room and the outdoor area so that children are able to access them

straight away and they respond quickly if children ask for something additional. The provider is aware of their responsibilities regarding employment of staff and have suitable recruitment procedures in place, including thorough vetting before staff commence work, appropriate induction and ongoing supervision by various senior managers. They ensure that staff are well qualified, or encourage them to undertake relevant training and that there are suitable arrangements in place in respect of planned and unplanned absences. Documentation is kept up-to-date, with some policies currently under review, and day to day records are well-maintained, comply with regulations and are confidentially stored. All necessary information and permissions are obtained from, and shared with, parents. The provision meets the needs of the range of children for whom it provides.

The leadership and management of early education is good. The nursery manager works alongside the staff and spends time with the children daily. The staff group work well together as a team, with the manager ensuring that they all have opportunities to put forward their ideas and opinions. Regular meetings, both internally and with the wider company enable the manager to have a realistic view of their current strengths and weaknesses, which she is working to improve. Internally the manager and staff reflect on some aspects of the funded provision regularly and discuss issues as they arise which are fed into the meetings the manager has with senior staff. She also looks at the children's records to monitor and evaluate the educational provision. A strong commitment to improve is demonstrated through the close links developed with the school, regular contact with the local authority workers and support for staff to continue accessing training to keep their knowledge and skills up to date.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):



- ensure that children's hygiene routines are robust enough to prevent the spread of infection, particularly when washing their hands.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- collect more information about children's abilities from parents as they start at the setting to establish a strong base from which to demonstrate future progress, and then ongoing to enable parents to share what they know about their child
- ensure that evaluations focus on children's learning, leading to what they need to do next.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)