

# The Blue Strawberry @ Kingsley

Inspection report for early years provision

---

**Unique reference number** EY376833  
**Inspection date** 12/01/2009  
**Inspector** Carol Johnson

**Setting address** 11 Beauchamp Avenue, LEAMINGTON SPA, Warwickshire,  
CV32 5RD

**Telephone number** 01926 886 900

**Email**

**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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

The Blue Strawberry @ Kingsley has been operating since 2008 and is one of two nurseries owned by Blue Strawberry Kids Daycare Ltd. The nursery is situated in Leamington and operates from premises spread over three floors. Children aged over two years are cared for on the first and second floor. There is no lift access. The main entrance of the building is accessed via two low steps, however, there is a ramp to the rear of the building. The nursery is open each weekday from 07.00 to 18.00 all year round. All children have access to a secure enclosed outdoor play area.

The nursery is in receipt of nursery education funding and is registered to care for a maximum of 71 children at any one time. The nursery is registered on the Early Years Register and there are currently 97 children on roll. The setting has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 19 members of staff who work directly with the children. The nursery also employs a cook and a domestic. Most staff, including the manager hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

## Overall effectiveness of the early years provision

The provision offers a safe, relaxed and comfortable environment where all adults and children are warmly welcomed and valued. Clear policies and sound everyday practice and procedures effectively protect children's safety and welfare. Staff successfully promote all aspects of children's learning and development and know the children well. The partnership with parents is good but strategies to encourage parents to share what they know about their children and to become involved in children's learning are not yet fully developed. The provider shows a strong commitment towards continuous improvement; reflective practice is ongoing and suitable systems are in place for self-evaluation.

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

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

- extend strategies that encourage parents to be part of the ongoing observation and assessment process and to become involved in children's learning at home and in the setting
- develop a whole setting approach to self-evaluation and reflective practice to further identify the setting's strengths and priorities for improvement that will improve the quality of provision for all children.

To fully meet the specific requirements of the EYFS, the registered person must:

- review systems for risk assessment and ensure that details are maintained of when and by whom checks have been carried out on those aspects that have been identified as needing checks on a regular basis (Safeguarding and promoting children's welfare) .

14/01/2009

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

The leadership and management of the provision is strong. Regular communication between the registered person, management and the staff team means that good practice and the desire to make the setting the best that they can is encouraged and shared. Regular reviews of all areas of practice are undertaken and a number of improvements are planned as a result of these. For example, there are plans in place to create a specific area of the garden for younger children and also grant funding has been obtained to increase resources to support the development of information and communication technology (ICT). However, the opinions of others, for example, staff, parents and children have not been vigorously sought to inform the setting's self-evaluation and to improve the quality of the provision.

A broad range of strategies are adopted by the provision to actively promote an effective working partnership with parents and others. Regular two-way communication between staff and parents helps to support children's learning and development and encourages continuity and consistency of care. Good quality information is shared with parents and those spoken to during the inspection comment positively on the many aspects of the nursery. For example, they comment on the caring staff, the quality of the food and the wide variety of experiences available to their children.

Robust recruitment, induction and vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Personal and professional development of all staff is actively encouraged. A wide variety of training is accessed and the result is a knowledgeable and enthusiastic staff team who effectively support and include all children. Paperwork is generally well maintained and policies are regularly reviewed. A range of procedures are in place to ensure safety and some staff have received specific training in this area. An overall risk assessment has been carried out and staff check all areas of the premises and equipment on a daily basis. However, children are not fully protected because details are not maintained of when and by whom these regular checks are carried out and this is a specific welfare requirement of the Early Years Foundation Stage.

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

Children are having lots of fun and making good progress in all areas of learning and development. Space inside and outside is plentiful and children enjoy easy access to a wide variety of good quality resources. Some low-level storage is in all rooms and this makes it easier for children to select resources independently and

help tidy away. Staff structure the day flexibly and carefully plan around children's individual needs and preferences. An effective key person system is in place and this helps to build working partnerships with parents and/or carers. Staff talk to parents of 'new' children about home routines and flexible settling-in procedures allow children to settle at a pace that suits them and their parents.

Children for whom English is an additional language are effectively supported and children learn about themselves and the wider community through everyday play, discussions and a range of planned activities. Children's creative work is attractively displayed around the setting and adds to their self-esteem and also provides parents with additional information about what children have been doing. Life size self-portraits painted by some of the children adorn the walls of the stairs leading to the upper floors and downstairs visitors can see lots of examples of younger children's artwork and photographs of them involved in play.

Staff know the children well and observe and assess them on a regular basis. This information is then used to plan individual children's next steps in their learning. Planning is carried out by the teams of staff working in the various rooms and topics are used as a focus for older children's learning. For example, through a topic based around growth and animals children in 'Juniors' found out about the various changes that occur during the lifecycle of a caterpillar. This learning was then extended into colours, shapes, pattern and symmetry as children created their own pictures of butterflies. Children are inquisitive and active learners because staff engage their interest and encourage them to ask questions and solve problems.

Children's progress is documented and regularly shared with parents but they are not actively encouraged to contribute to their child's progress records. Consequently, important information regarding what they know about their child may be missed and children may not be fully supported or challenged. Some strategies are in place to encourage parental involvement, for example, staff suggest activities to extend and support children's learning at home and parents are invited in to the setting to share their knowledge or expertise. However, these are not fully explored and impact on children's learning potential.

All children enjoy regular access to the safe and secure outdoor area where they can use a range of equipment including climbing frames, slides, wheeled toys and balls. Pre-school children visit the gym at a neighbouring school on a twice weekly basis. Before the gym session children change into suitable clothing and footwear and this means that they get lots of practice with regards to self-help skills. All children attempt to dress and undress independently and many do so confidently and with great perseverance. Staff are at hand to offer help and support and they actively encourage children through lots of praise for both achievement and effort.

Children enjoy a wide range of healthy and nutritious snacks and meals and staff ensure that they have easy access to drinks at all times. High standards of hygiene are evident throughout the nursery and staff demonstrate good practices. Children are well-behaved and display good manners. Older children take turns in conversation and listen when staff are talking. Children are learning to protect their own safety and staff have talked to them about road safety and 'stranger danger'.

Children are learning to take care of the environment, for example, through discussions and accessing computer software that aims to teach children about recycling. More able children use the computer mouse with confidence and need little help from staff. They follow the on-screen instructions and understand how to click on different icons to cause things to happen during simple computer programs.

## 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.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.