

The Blue Strawberry Kids Daycare Ltd

Inspection report for early years provision

Unique reference number EY359352
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Inspector Linda Marriott

Setting address Cawston Grange Primary School, Scholars Drive, Cawston,
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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

The Blue Strawberry Kids Daycare Ltd, at Cawston Grange Primary School, is one of two settings run by the company. It registered under the present name in 2007 and operates from two rooms and associated facilities within the school, with which it has close links. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It is situated on a housing estate on the outskirts of Rugby, Warwickshire. A maximum of 26 children may attend the Nursery at any one time. The Nursery is open each weekday from 08.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 144 children aged from two years nine months to 11 years on roll at the setting. Of these, 50 children are under five and receive funding for early education. The Nursery currently supports a number of children with learning difficulties and/or disabilities. It also supports children who are learning English as a second language. There is suitable disabled access for adults and children. The Nursery employs four members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The Blue Strawberry Kids Daycare is an outstanding setting. Children in the Early Years Foundation Stage make excellent progress because the Nursery has outstanding leadership and excellent provision. There is continuous self-evaluation and a strong commitment to ongoing improvement. The staff are a strong team and there is an exceptional partnership with parents. All children are fully included and supported very well according to their needs. The capacity for continued improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide more opportunities for children to develop their independent problem solving and numeracy skills within the classroom.

The leadership and management of the early years provision

The manager has established a strong staff team, and works very well with them in evaluating the provision to identify areas where further improvements might be made. For example, they have recently identified the potential to develop a gardening area where children can grow fruit and vegetables, and can then cook and taste them. This is currently being incorporated into their plans. The recommendations of the previous inspection have been fully met. The staff are well qualified and they update their training frequently, for example, in ways to

use the premises more effectively, or ways to develop the provision for specific aspects of the curriculum. Careful monitoring enables staff to identify the impact of changes, for instance the use of a visual timetable has helped some children to understand routines better. There is a strong focus on children's emotional development so that they develop very good social skills and good attitudes to learning. The staff work closely with parents and with other agencies to support children who find learning more difficult. Staff set specific targets for their development so that they make very good progress. Parents of children who are learning English as a second language are asked to give the key workers some labels in their own language, so that the children in turn begin to understand some English words, and this helps them to become more fluent.

The Nursery has outstanding procedures and policies in place to ensure that all children are safe and secure. These are reviewed regularly, and are well known by all staff and parents. There are gates that are bolted, to prevent children from accessing areas where they might come to harm, for example, the kitchen area. Staff keep careful and detailed records, for instance of when children have accidents, and important information is shared with parents about their children's routines, such as how much they have eaten at lunch time. There are excellent procedures for vetting new staff and assessing possible risks. There is a password system in place, which helps parents who may be unable to collect their child and which ensures their safety. Children know what to do if there is a fire drill and they confidently practise how to leave the building in an emergency.

There are excellent links with parents, who in turn speak very highly of the setting. They say their children enjoy their time there and they make very good progress in all areas of learning. They feel the children's time is well-structured, and they are impressed with the development in their social and communication skills and their positive attitudes to learning. They know that they can talk to any member of staff at any time and they really value the notice board, weekly newsletters and regular written reports which help them to understand what their children have achieved. They know the themes upon which planning is based, so they can support their children's learning at home. They particularly like being able to share with the staff specific things their children have done at home which can be incorporated into plans. For example, if a child has visited the zoo the key worker will plan some activities based on zoo animals. Planning and other useful information is clearly displayed for parents. Recently, parents have been invited into the classroom at collection time and this has improved communication further. There are frequent surveys, as well as a suggestion box, so that the manager knows the views of parents and can respond to them.

There are excellent arrangements in place for when children move into primary school. Many join the neighbouring school, and they settle easily because they share the outdoor area with the Reception class, and have spent some time with their new teacher. Other children move on to different schools, and the manager arranges meetings and shares information so that the transition is as smooth as possible for these children.

Children are assessed when they join the setting, so that the staff know their starting levels. They continue to observe and assess the children carefully so that

they know exactly what progress they have made, and what needs to be provided for them so that they make the next steps in their learning. Detailed records are kept in individual files, and these are available for parents to see so that they can recognise the progress their children are making.

The quality and standards of the early years provision

The premises are delightful, and provide a stimulating environment for children's learning. Resources are excellent and wide ranging, and they very successfully support children's development in each aspect of learning. There are exciting areas for writing and reading and creative activities, but there is no specific area where children can develop their independent problem solving and numeracy skills. The outdoor area is secure, spacious and well used and provides a wide range of interesting activities such as role play, writing, growing plants, creative tasks and learning about the environment. These all contribute well to their excellent progress. The children in the Nursery mix freely with children in the reception class, and this helps provide the more able children with suitably challenging activities. It also helps them with their social and communication skills. Adults question the children carefully to encourage their reasoning skills, and the children become more independent because they are able to make choices as to what they would like to do. They also register themselves at the start of each session.

Behaviour is exemplary, the children really enjoy themselves and they develop excellent relationships with one another and with all the adults. Adults encourage the children with positive language and there are golden rules which remind the children how they should behave. The Nursery uses the same rules as the Reception class, which helps the children when they move into the primary school. Children learn to share, to listen to one another and to the adults and they collaborate well when they are playing together. The staff plan enjoyable activities which build on the children's interests and help them to move on in their development. As a result, children are developing great confidence in using written and spoken language. The children learn routines, for example, they must never run indoors and reminders are displayed to help them further, such as posters to remind them to wash their hands after using the toilet. The children feel safe in the Nursery because adults take very good care of them and help them. They say that they enjoy making friends and they especially enjoy being able to use the computer. They are proud of the vegetables they are growing and they are looking forward to eating them. They learn about their personal safety, for example, when crossing the road, and they know what to do if they hear the fire bell. At lunch time they are escorted to the dining hall, where they eat their lunch at the same time as the older children. This is a calm time when they learn good table manners and help to serve one another. This illustrates their good contribution to their own community. Children look forward to snack times, when they enjoy a variety of fruit and drinking water is always available. They clearly understand the importance of healthy eating and being active.

Children develop their awareness of other cultures because they learn about special times in the year, such as Divali and Chinese New Year. They learn about the importance of caring for one another and saying 'Thank you', for example by

making Father's Day cards. There are impressive displays of children's art and creative activities on many of the walls, which successfully celebrate their achievements. Children show a pride in their work and are keen to talk to adults about it. Adults plan a good balance of activities, some led by themselves and others which the children choose for themselves. The children are supported well throughout by enthusiastic staff, who prepare them exceptionally well for their move to school and for their future learning.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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