

# The Blue Strawberry Kids Daycare



Cawston Grange Primary School, Scholars Drive, Cawston, RUGBY,  
Warwickshire CV22 7GU

<b>Inspection date</b>	31 October 2018
Previous inspection date	5 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- Leadership and management are not effective enough in providing all staff with the support, guidance, coaching and training they need so that they have a good understanding of how to promote children's learning fully.
- Staff do not use precise enough assessments to plan activities that support and challenge each child effectively to make the best possible progress. Staff do not routinely use information from parents to inform their planning for each child.
- Teaching practice is not flexible enough to ignite children's curiosity and adapt activities in accordance with children's needs and interests. Staff do not support children in exploring resources and developing their own ideas.
- At times, staff do not support children's thinking skills and encourage them to put their thoughts into words.
- Staff do not routinely liaise with Reception-class teachers to support children in practising the skills during play that they are learning in school.

### It has the following strengths

- Children are happy and settled. A gradual settling-in procedure is agreed with parents and this helps children to feel emotionally secure when care begins.
- Staff are aware of potential risks within the premises and minimise these well.
- Staff promote children's mathematical development effectively while they support different play activities.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure effective arrangements for supervision are in place and provide staff with the training, coaching and support they need so that they fully understand how to promote children's learning successfully	14/12/2018
ensure that consistently accurate observations and assessments, and information from parents, are used to plan activities that are matched to children's specific learning needs	14/12/2018
improve teaching and provide opportunities for children to explore and investigate, to help them develop their own ideas and find things out for themselves.	14/12/2018

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

- improve practice for supporting children's thinking skills and give them time to put their thoughts into words
- extend links with the school's Reception-class staff to provide activities that help children practise the skills they are learning in school.

### Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provision.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager, and discussed teaching methods with her.
- The inspector held meetings with the provider, the manager of the setting and the company's senior manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of parents' views.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of leadership and management requires improvement

Leadership and management are not strong enough to ensure that supervision of staff is fully effective in making sure that teaching and planning for children's learning are good. That said, the provider has recently organised the involvement of an experienced senior manager from her other setting to help make improvements. This has included changes to staff deployment to ensure that required ratios are consistently met. Necessary changes to the way staff observe and assess children have begun. Arrangements for safeguarding are effective. Staff are aware of the signs of child abuse and neglect. They know the internal and external referral procedures to follow if they are concerned about a child. The management is aware of and implements required procedures for confidentiality of records.

### Quality of teaching, learning and assessment requires improvement

Observations and assessments of children's learning are not consistently accurate. Staff do not reliably plan for every child's learning in accordance with what they know and what parents tell them. Teaching is variable. Some activities that are led by staff do not capture all children's interest or challenge children of mixed abilities. Staff do not make the most of opportunities to encourage children's exploration of different textures and develop their own ideas. That said, children play happily with the toys that are available for them. Staff encourage them to count and name colours. They ensure that books are always available and encourage children to learn that information can be gained from books.

### Personal development, behaviour and welfare are good

Despite some weaknesses in teaching and learning, staff promote children's personal, social and emotional development well. Children are physically active in the outdoor play area every day. Staff monitor the number of children who access the area at any one time due to the limited space available. Children develop an understanding of potential dangers. They learn how to use scissors safely and why they must not run indoors. Children learn how to cross roads safely while they enjoys walks in the local community. Staff organise visits from people who help us, such as fire fighters and community police officers who talk to the children about safety. Staff provide a healthy snack. During the school half term the parents provide a packed lunch, and in term time parents can choose for their child to have a school dinner. To support their learning about healthy eating, children take turns to take 'Chef Bear' home. Staff ask parents to discuss and make entries in a book about the food their child eats while caring for the bear.

### Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, they do not make as much progress as they can because teaching and activity planning for learning require improvement. Children build positive relationships with staff and other children. They learn to share and take turns. Children independently choose toys from ones set out by staff and some others that are easily accessible to them. They learn to manage simple tasks for themselves and address their self-care needs.

## Setting details

<b>Unique reference number</b>	EY359352
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10082327
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	82
<b>Number of children on roll</b>	146
<b>Name of registered person</b>	The Blue Strawberry Kids Daycare Ltd
<b>Registered person unique reference number</b>	RP527006
<b>Date of previous inspection</b>	5 May 2016
<b>Telephone number</b>	01788 521900

The Blue Strawberry Kids Daycare registered in 2007 and is in Cawston, Rugby. The setting employs nine members of childcare staff. Of these, seven hold early years qualifications ranging from level 2 to level 4. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. After-school provision for pupils who attend Cawston Grange Primary School operates from 3.30pm to 6pm, and a holiday club operates during school holidays. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

