



# Imagine Co-operative Childcare

Inspection report for early years provision

<b>Unique Reference Number</b>	EY282250
<b>Inspection date</b>	20 June 2005
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<b>Registered person</b>	Imagine Co-operative Childcare
<b>Type of inspection</b>	Nursery Education

## 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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Imagine Co-operative Childcare opened in 2004 and is managed by the Oxford Swindon and Gloucester Co-operative Society Limited. It operates from a purpose-built, single-storey building next to the Co-op Store in the town of Stroud. The nursery is funded by Sure Start and has four

play rooms, a kitchen, a milk kitchen, communal play area and associated facilities. There is an enclosed outdoor area with patio and impact-absorbent surfaces for outdoor activities.

A maximum of 69 children from birth to 8 years may attend the nursery at any one

time. There are currently 111 children on roll, of these 30 children receive funding for nursery education. The nursery is open each week day between 07.30 and 18.00 for 50 weeks of the year. Children attend for a variety of sessions. It is a Neighbourhood Nursery and serves the local community.

The nursery employs a team of 12 full-time staff and 5 part-time staff. Most of the staff including the manager and teacher hold recognised early years qualifications. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

#### **Nursery Education**

The quality of teaching and children's learning is satisfactory. Children make sufficient progress towards the early learning goals given their capability and starting points. Staff are keen, motivated and have reasonable knowledge of the Foundation Stage and of children's progress against the stepping stones. Planning is generally good and covers all areas of learning sufficiently to capture most children's interests. Observation and assessment systems are satisfactory, but sometimes inconsistent. These are currently being developed to ensure they link closely to inform future planning. Daily activity sheets for focus activities help focus staff and guide children's learning. However, staff expectations of activities are low and are not well enough matched to children's needs to provide a suitable level of challenge.

Children show a sense of belonging as they settle quickly to play. They are broadly content and take part in an acceptable range of experiences that reflects the community the children come from and the wider community. Children develop small muscle control during daily routines as they use tools with growing dexterity. For example, they pour their own drinks, cut up fruit at snack times and serve their own meals at lunchtime. Staff are uncertain about effective ways of managing some children and their behaviour and put much effort into supervising rather than promoting learning. This impacts on children's progress. Children are not sufficiently aware of the effect of their actions on others, but have a clear awareness of the nursery's rules and fully comply with familiar tasks, for example, help to tidy away toys. Staff regularly praise and encourage children to promote their self-esteem.

Staff support children appropriately to help them focus as they use their imagination within the role play. Children make representations for shopping lists and use shopping baskets, play fruit, a till and money to make their play real and meaningful. Most children enjoy stories and recall their part of the story using animal props. Staff provide few opportunities to introduce and reinforce letter sounds, for children to find letters for their names and to make representations on their pictures. This hinders children's progress. Children learn to count with adult support as they mirror counting up to 10 at lunchtime. Staff do not actively promote or consistently plan opportunities to compare numbers, calculation, shape and measure during play. Organisation of

daily routines and whole group activities do not support children that are more able and those with identified needs. They become restless quickly and gain little from the experience.

Children enjoy a sufficient range of physical activities that contribute to a healthy lifestyle. They develop self-confidence in their physical skills as they run and jump on the new impact-absorbent surface exclaiming, "It's like carpet" and participate in organised exercise events. Challenges to extend children's large muscle control are limited. Ride on toys; push along vehicles, equipment to promote movement under and over for pre-school children are not currently available. Children acquire knowledge of their environment through practical play. They explore their senses as they investigate how to make snow crystals and learn about mini beasts, growth and hibernation through well-planned activities. Regular visitors to the nursery including a variety of pets, road safety and fire fighters, and outings within the local community help children expand their knowledge further. Opportunities for children to explore and use various forms of information technology independently are limited.

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

The provision is satisfactory.

The partnership with parents and carers is satisfactory. Children benefit from clear communication between staff and parents to promote their well being. Notice boards and regular newsletters contain clear and sufficient information about the Foundation Stage curriculum; key worker groups; children's activities and resources, and behaviour management training available at the nursery for staff and parents. Ideas and resources to encourage parents, to support, and take an active part in their child's learning and development are not available. Staff share information with parents about their child's care and learning through general discussion and access to their child's assessment portfolio during twice yearly parents evenings. These are not closely linked to the stepping stones or show clearly children's progress to keep parents well informed. This restricts parents ability to contribute fully to the nursery and their child's development. The setting fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is satisfactory.

The leadership and management of the nursery is satisfactory. The staff team are positive and committed to work well together to support children's well being. The manager is new to the setting and is developing her knowledge of the children, parents, staff and local community. Systems to monitor and evaluate the nursery education to support children's learning are in their infancy and clear plans to prioritise and achieve their aims are not in place. This may affect the children's development over time.

Staff training is available, and appraisals, and professional development plans to meet staff's identified needs to support the nursery education, are currently being

devised. The teacher has generally good awareness of the Curriculum Guidance for the Foundation Stage and is developing ways to apply this in practice to support children's development. Liaison and deployment of support staff is currently not effective to ensure they have a sound knowledge of learning expectations to enhance children's learning. Space is used purposefully and activities attractively presented to encourage children to take part. Organisation of resources to enable children to make as much progress as they can through independent access to toys and equipment is not available. The setting meets the needs of the range of children for whom it provides.

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

Not applicable.

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

There are no complaints to report.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are satisfactory.

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

#### **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):

- develop further the observation and assessment systems to ensure, they link closely with planning so that children are sufficiently challenged to build on prior knowledge, and parents are kept informed about their child's progress.
- provide opportunities for children to self select a wider range of age-appropriate resources to promote and extend learning, and ensure daily routines, and grouping of children, meet their individual needs to allow them full inclusion in all activities and a sense of achievement to completion.

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