

Old Co-operative Day Nursery

Inspection report for early years provision

Unique reference number	253394
Inspection date	21/01/2009
Inspector	Lynn Dent
Setting address	7-9 Wallace Street, Gotham, Nottingham, Nottinghamshire, NG11 0HJ
Telephone number	0115 9830003
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).

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 Old Cooperative Day Nursery is privately owned. It opened in 1992 and operates from eight rooms in a converted building. There is level access to the premises. Older children are cared for on the first floor of the property which is accessed by stairs. The nursery is situated in Gotham, Nottingham. A maximum of 30 children may attend the nursery at any one time. The nursery is currently caring for 33 children in the Early Years Foundation Stage. The setting also provides out of school care for children from local schools.

The nursery is open each weekday from 07:30 to 18:30 throughout the year, closing for bank holidays and at Christmas. All children share access to secure outdoor play areas. Children come from a wide catchment area, as most of their parents travel to work in and around Nottingham.

The setting is in receipt of nursery education funding.

The nursery employs 13 staff. Of these, 12 hold appropriate early years qualifications and one member of staff holds Early Years Professional Status and one are working towards a qualification and other working higher level qualifications.

The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Consistency of care and learning for children is promoted because good relationships and communications are established with parents and others professionals. Children benefit from a good range of planned and child-led experiences which promote the areas of learning. Staff work effectively and use very good systems to plan and promote individual development and learning for all children. Staff value parents' knowledge of what their children can do and use this information to inform planning for children's next steps. The nursery has made a good start in monitoring and evaluation the provision and are able to recognise the strengths and identify areas for improvement. Clear risk assessments ensure that the premises are generally safe overall and children are kept safe on outings.

What steps need to be taken to improve provision further?

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

- make hazards safe or inaccessible to children
- continue to implement systems to monitor and evaluate the provision to review to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

- continue to develop opportunities for all children to experiment with mark-making to enable them to become independent writers.

The leadership and management of the early years provision

A comprehensive range of policies and procedures are in place and staff demonstrate secure understanding of how to use these effectively. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns. Detailed written risk assessments are regularly reviewed and daily checks ensure that the premises are generally safe. However, on the day of inspection a hose pipe in the outdoor play area and a lead posed a risk to children's safety as they could reach these. Robust recruitment and vetting procedures ensure that all staff are suitable to work with children and are fully aware that any changes to their suitability must be declared. Most staff hold appropriate qualifications and some are working towards a higher level qualification. Staff appraisals are used effectively to recognise areas for further training and development.

The management has established some systems to monitor and evaluate the effectiveness of the service. Staff are involved in this process and the setting is working towards producing action plans to ensure that areas for improvement are identified, managed and achieved. The setting has taken the action to meet the recommendations made at the last inspection and these have had a positive impact on the children's welfare, learning and development.

Positive working relationships are in place with parents who receive a range of helpful information about the setting at induction and through regular newsletters. Effective systems are in place to ensure parents are kept informed and involved in reviewing their child's progress. They have access at all times to their child's developmental and learning records and are invited to add their own comments about what their children are doing at home. As a result the staff are able to consistently provide for each child. The nursery has developed good working relationships with other settings that children attend and the local school. Consequently, they can deliver an effective and coordinated service and the transition for children going to school is smooth because they feel confident.

The quality and standards of the early years provision

Children benefit because staff clearly understand the requirements of the Early Years Foundation Stage. Extremely efficient assessments and planning procedures ensure that children's achievements and their next learning and developmental priorities are identified, and these underpin effective practice ensuring all children achieve to their full potential. The environment is bright, colourful and stimulating for all children. Younger children develop a strong sense of self as they can see their reflection in mirrors. Older children are surrounded by information and displays of their own work promote their learning and awareness of the world around them. This includes positive images and information in a range of

languages. All areas of the nursery are thoughtfully arranged with developmentally appropriate activities and additional resources are kept at child height to promote independent choice.

Children can count and identify numbers well because these are planned into practical activities such as counting how many beads it takes to make a boat sink in the water tray. They develop skills to solve problems as they use toy diggers and trucks to see which holds the most rice, pasta and buttons. All children are exposed to books from an early age, Consequently, babies enjoy colourful, chunky books that they can handle, toddlers enjoy looking at pictures and older children get very excited and can explain what is happening in the pictures as they develop the skills of following the story. Their enthusiasm and interest in books is effectively promoted because the staff regularly take children to the library. Children benefit from visits and trips in the local community which helps them develop an understanding of the community in which they live. Older, more able children are becoming independent writers because this is planned into their role play. However, opportunities for children to independently experiment with writing and drawing tools are not readily available, particularly for younger children. Consequently, their choice, and ability to mark make and develop their early writing is not fully promoted. Staff provide good interaction with children and develop their communication through discussions, and both staff and children also use Makaton. Children have daily opportunities to engage in physical play and have space to move and run around freely in the outdoor play area which is also organised to further develop children's learning.

Children's health is promoted well because they eat nutritious meals that are freshly cooked on the premises each day. They understand the importance of a healthy diet and clearly enjoy their meals. They benefit from fresh air as they play outside and go on frequent walks in the village. Everyday occurrences are used to help children learn about safety. The nursery place high emphasis on promoting all children's personal, social and emotional development and staff act as positive role models by showing care, concern and interest in others. They take care to comfort and support unsettled children establishing good relationships with them. Consequently, children have high self-esteem and show respect for themselves, their friends and have mutually respectful relationships with the staff. Younger children recreate their own experiences during their imaginative play, for example, as they care for dolls, they pretend to feed them and lay them under activity toys to play. Staff are positive role models for good behaviour and involve older children in designing a display that show the rules of the setting. Consequently, they understand and happily adhere to these. Parent express confidence in the staff as they explain that their children receive good care and education which they feel informed about and involved in. They know that their children are protected from anyone entering the setting due to the finger print recognition systems on the exterior doors. The nursery is effective in promoting children's welfare, learning and development because effective organisation of the day and routines enables staff to work cohesively and be deployed to meet the individual needs of the children, recognising that they are unique.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

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 last inspection.

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.