

Midcounties Co-operative

Inspection report for early years provision

Unique reference number EY275796
Inspection date 13/01/2009
Inspector Rosemary Davies

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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 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

Midcounties Co-operative registered in 2004 and is one of six nurseries owned by Midcounties Co-operative Society. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from modern, readily accessible, purpose built premises in the Walcot area of Swindon, Wiltshire. Children use four rooms, according to age, with ready access to outdoor play areas. The provision operates on weekdays all year round with the exception of bank holidays. Sessions run from 07.30 to 18.00. A holiday club is offered.

The provision caters for up to 73 children at any one time. There are currently 68 children from five months to four years on roll. Of these, 26 receive funding for nursery education. The provision supports children with learning difficulties and disabilities, as well as 12 children who learn English as an additional language. Children attend for a variety of sessions. They come from Swindon itself and a wide catchment area.

The provision has 18 staff, of whom 11 have appropriate early years qualifications at level 3 and two at level 4. Regular support is received from the local authority.

Overall effectiveness of the early years provision

All children enjoy a very positive experience of the Early Years Foundation Stage (EYFS), in this provision, making good progress in their learning and development. Considerable effort goes into ensuring all children are included in everything the nursery offers. Positive leadership, committed, caring staff and effective monitoring procedures result in high standards for children's welfare. The senior leadership team demonstrates an outstanding capacity to develop the provision further.

What steps need to be taken to improve provision further?

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

- encourage staff to adopt a consistent approach to letter formation, model writing effectively and encourage children to use their early writing skills in the daily routines.

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

- ensure the record of risk assessment complies with requirements of the EYFS (Documentation)

30/01/2009

The leadership and management of the early years provision

The manager provides clear leadership to the staff team. She draws on effective support from the Co-operative's Childcare Operations Manager and other senior nursery staff, to identify the provision's strengths and weaknesses well, although a formal system is in its infancy. She acts on the advice of outside professionals, particularly about supporting children's learning and development and for pinpointing their individual learning and development requirements. This means that all children's needs are met and they make the most of their time in the setting. All recommendations from the previous inspection have been addressed in full, so improving the standard of care and learning offered. A strong commitment to staff development through annual review, regular funded training and study contributes significantly to the overall good standards achieved and illustrates the staff's determination to continue to improve what they provide for the children.

All required documentation is kept, although the record of risk assessment does not comply fully with the requirements of the EYFS. Minor weaknesses in aspects of food storage, identified by the local authority's professionals, are being addressed. Policies and procedures contribute effectively to keeping children safe and in good health and these are reviewed annually. Monitoring procedures, including those from head office, work effectively to ensure the children's care is of the highest standard.

The manager deploys staff effectively; all know their individual roles and responsibilities and this helps the nursery days run smoothly. Effective use is made of the communal hall area. Well qualified room seniors offer good role models to less experienced staff, which helps to raise standards. Children's welfare is safeguarded extremely well.

The quality and standards of the early years provision

Children of all ages show their enjoyment at being in this nursery. They benefit from attentive staff who genuinely care about children's welfare, learning and development. Staff provide suitable learning environments, which encourage children to enter the nursery eagerly. They quickly become absorbed in purposeful, exploratory play making their own decisions about what they will do. Older children enjoy deciding whether to play outdoors or inside. Babies and toddlers chose from well resourced treasure baskets of tactile toys and objects, whilst older children decide how they want their playrooms set up for the session. Consequently, playrooms reflect children's interests, so children concentrate very well at what they do.

Room leaders show very secure understanding of the EYFS. They ensure that all six areas of learning are promoted effectively daily, both indoors and out, through detailed, but flexible planning. Regular observation of children's play provides the basis of assessment and contributes to plans, so that learning is progressive. A good balance is struck between adult-led activities and those that children chose for themselves. Staff interact well with children, questioning older ones effectively

to take learning forward.

All children develop extremely well personally and socially. Any who are less sure or who have learning difficulties and/or disabilities, receive excellent individual support. Staff work closely with parents and relevant outside professionals, to make sure necessary help is identified accurately. The key person system supports parents in extending their children's learning at home.

Children use extremely well resourced spacious playrooms and suitable outdoor areas. Children select resources themselves, which aids their growing independence as learners. Staff support children very well. Babies receive individual cuddles and attention to help them find a voice. Toddlers engage in action rhymes, such as making 'silly soup' to develop their vocabularies. All benefit from hearing staff speak clearly and slowly, so that young children understand what is being said and learn to pronounce new words properly themselves. Older children encounter a multitude of new experiences that continue to develop their vocabularies, such as growing daffodils or hearing clearly read stories. Staff lack a consistent approach to letter formation, however, and do not model writing deliberately to children. They miss opportunities to encourage the more able children to use emerging writing skills in daily routines, such as signing their artwork. This hampers developing skills needed for their future schooling. Children behave extremely well throughout the nursery, which is a busy but orderly community.

Children play in secure, extremely clean surroundings. Staff supervise children closely, indoors and out. They remain vigilant in keeping bathroom areas clean throughout the day. They teach children to be attentive to healthy living issues, such as eating 'five a day'. All food is freshly cooked on the premises, for example, cheese and broccoli quiche, and banana cake. All children benefit from spending considerable amounts of time outdoors in fresh air, year round. Outdoor areas offer grass and safety surfaces that help reduce accidents. Staff teach children how to keep themselves and others safe, such as by carrying chairs carefully. Staff understand their responsibilities for safeguarding children's welfare and know the procedures to follow if they have any concerns.

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?	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?	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?	1

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?	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?	2
How well are children helped to make a positive contribution?	1
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 the 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.