

The Co-Operative Childcare Walcot Nursery

Imagine Co-operative Childcare, Shrewsbury Road, SWINDON, SN3 3AH

Inspection date	24/01/2013
Previous inspection date	13/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The high-quality purpose-built environment is safe, clean, generously staffed, welcoming and has an uplifting impact on children and families.
- Healthy lifestyles are effectively supported through child-centred sleep, eating, care and play routines.
- A well-established and highly effective Key Person system helps to build secure relationships that are supportive of individual learning needs.
- An extensive range of resources actively support children's learning and development.
- There are exceptional opportunities for parental involvement that are supportive of children and families.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to parents.
- The inspector carried out joint observations with the manager.
- The inspector observed children at play.
- The inspector spoke with the management team.
- The inspector scrutinised policies.
- The inspector looked at examples of assessment and related planning.

Inspector

Heather Bridge

Full Report

Information about 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 the compulsory and voluntary parts of the Childcare Register. It operates from modern and 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 7.30am to 6pm. The provision caters for up to 73 children at any one time. There are currently 77 children aged from five months to four years on roll. The provision supports children with special educational needs and/or disabilities and who are learning English as an additional language. Children attend for a variety of sessions. They come from Swindon and a wide catchment area. The provision has 19 members of staff, of whom 16 have appropriate early years qualifications at levels 2 and 3. Regular support is received from the local authority.

What the setting needs to do to improve further

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

- build on routines that enable children to look after themselves, for example, taking off boots and putting on shoes, hanging up coats and washing their hands, by deploying staff effectively when children return from outdoor activities and prepare for lunch.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

In this high-quality purpose-built environment, all children are provided with an excellent range of indoor and outdoor play-based activities, which fully support their individual development and learning needs. Extensive efforts are made to provide flexible activities that respect children's choices and their cultural and family needs. The well-balanced care and educational programme supports children very well.

On a daily basis, staff use a range of assessment methods to thoroughly monitor each child's progress relative to their starting points. Assessments are used to find out about each child's capabilities and interests and enable staff to plan inspiring activities that fit the next steps in children's learning. For example, children's curiosity about snow prompted staff to plan a challenging activity that would enable children to explore what happens to snow when it is placed in an indoor environment.

Most Overwhelmingly, parents and staff have excellent partnerships that encourage parents to contribute to their children's learning in significant ways. Parents regularly share family news and provide photographs of family outings so that staff, particularly children's key workers, can develop children's home achievements in planned activities. To further strengthen parent and staff partnerships, staff have set targets to help ensure that

all parents work in close partnerships with their child's key person. This will mean that their child's learning is fully supported both in the childcare centre and at home.

Inspiring opportunities exist during the daily routine that nurture children's learning and development in all areas. Personal and social development is fostered at the start of each day when key persons greet children and their families making them feel welcome and secure. Children's communication and language development is enthusiastically supported as key persons maintain conversations by turn-taking, singing and by responding to babies as they babble. Outstanding indoor and outdoor facilities enable children to develop their physical skills on a daily basis. Indoors, children have plenty of space in the central aisle to move and play with a train set at floor level. Outdoors a covered area and separate garden areas enable all children to use their bodies while playing at a sand tray, riding on trikes and "reading" books in a tent. The development in literacy provision is highly effective and children's ability to see and write print has improved. The staff's developmental approach to writing has resulted in children of different ages confidently making marks, scribbles, letters and writing their own names.

Children's transitions to schools are exceptionally well supported. Reception class teachers from different schools visit children in the childcare centre and get to know them before they move on. Highly effective communication between key persons and reception teachers focus on children's individual needs and help to ensure that children settle easily into school.

The contribution of the early years provision to the well-being of children

Staff create an excellent environment in which children and their parents feel welcome and confident. The light, spotlessly clean and generously staffed childcare centre helps children thrive.

The key person system helps to ensure that highly supportive relationships exist with children and with their parents. Key workers help both children and parents feel secure so they are able to contribute to the provision confidently. Parents are provided with a comprehensive information pack about the care and educational opportunities provided to their child. They can contribute their ideas at parent meetings and use the compliments and complaints system. Messages and information are written on display boards in both first and additional languages so that all families can understand the childcare routines. Key workers enthusiastically implement the 'golden rules' positive behaviour policy that helps children to build good friendships with others. Staff rotas are set to ensure that ample numbers of qualified staff are deployed in each classroom to provide effective support to children throughout the daily routine. However, the routines for supporting children's learning when they return from outdoor play activities and prepare for lunch are not always implemented to a consistently high standard. Ample space in a quiet classroom enables children who require individual help to play in a relaxed environment that is supportive of their learning needs.

Staff carry out exceptional care routines that take full account of individual needs,

together with excellent standards of hygiene, that enable children to lead safe and healthy lifestyles. According to their ages, children's self-care skills are extensively promoted in exceptional child-sized toilet, washbasin and nappy changing areas that enable them to learn from an early age about keeping themselves clean and reducing the spread of infection. On a daily basis, children's dietary needs are met to an exemplary standard through the serving of freshly prepared snacks and lunches that ensure that children are well-nourished. Staff diligently document care arrangements each day so that parents are kept fully informed of their children's routines.

In each classroom, resources are stored in low-level units that children can independently reach. Resources are clearly labelled with both pictures and words so that children can use them as they choose. New resources have been added to each classroom to expand children's play opportunities and to replace worn items. For example, a technology area has been developed in which children can explore and confidently learn to use a computer, a camera and electronic toys.

The effectiveness of the leadership and management of the early years provision

The management ensures all staff are given comprehensive safeguarding policies and procedures at their induction, to help them keep children safe. Staff are up to date in their safeguarding training. They work in key person groups during staff meetings to promote the welfare of children in their classrooms. Child protection policies are rigorously implemented by staff so that children learn who they can trust and what 'safe' risks they can take to avoid accidents. Staff carry out and record detailed daily risk assessments to check safety conditions, indoors and out; these are in regard to meeting required ratios, safe deployment of staff and safe practices that specifically promote the wellbeing of very young children.

Procedures are in place to check that all staff are suitable to work with young children. Staff are well trained and hold a variety of qualifications that equip them to be highly effective with young children. Staff are very well supported by the highly reflective management team, which includes an early years consultant who regularly guides them in their practice.

Learning and development requirements are firmly embedded in children's play. With input from parents, staff regularly observe each child to assess their interests and skills. Staff plan individual or group play-based activities aimed at supporting children's ongoing learning needs and goals.

Self-evaluation is an exceptionally strong feature, which enables staff to examine their practice in detail and target areas for improvement. For example, staff aim to offer children a greater range of materials to use during group activities so that their learning potential is maximised.

Exceptional links already exist between staff and parents that are designed to benefit

children and their learning. For example, staff: support parents as they attend college; provide parents with extensive information about how the childcare implements the requirements of the Early Years Foundation Stage; host child development information meetings; and provide information through the website and newsletters. Despite these links, staff aim to further strengthen their partnerships with parents so that their children's learning opportunities are developed to their full potential.

Staff make determined efforts to work closely with other professionals so that children's needs are fully met. Regular communication with local support agencies help to reinforce high-quality practice with children who have additional needs. A communication book is set up and provides for an exchange of information and provides continuity for any child who attends more than one childcare setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY275796
Local authority	Swindon
Inspection number	899490
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	73
Number of children on roll	77
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	13/01/2009
Telephone number	01793 542591

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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