

# The Co-operative Childcare Woolwich

Brookhill Children's Centre, Brookhill Road, Woolwich, London, SE18 6UZ

<b>Inspection date</b>	20/03/2013
Previous inspection date	10/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children settle well and benefit from the well-established key person system to promote their sense of security and well-being.
- Children are given good opportunities for free-flow play enabling them to make choices about whether to play indoors or outside.
- The commitment by practitioners to share regular information with parents, both verbally and in writing, keeps parents well informed about their children's progress.
- Children benefit from engaging in opportunities to experience 'forest school' learning, enhancing their understanding of the natural environment.

### It is not yet outstanding because

- Children access books in each room, but these are not always promoted successfully in all areas of learning, with a lack of labels and signs to support children's knowledge and recognition of words.
- Mathematical resources are not always used to promote practical use of number in daily play, to support children's understanding of number concepts.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 majority of the inspection was spent observing the children and work with them.
- Joint observations with the manager were carried out.
- Parental views were obtained through discussion.
- Documentation was reviewed, including safeguarding procedures and policy.
- Discussion about recruitment procedures were undertaken with the manager and two other senior managers.

## **Inspector**

Jane Wakelen

## Full Report

### Information about the setting

The Co-operative Childcare Woolwich is one of a national day nursery chain owned by Midcounties Co-operative and registered in 2007. It is situated in the Woolwich Area within the London Borough of Greenwich. The nursery is based in the Brookhill Children's Centre. The nursery is open each weekday from 08.00 until 18.00 throughout the year, only closing for bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently 73 children are on roll. Children's hours of attendance vary to suit the working hours of their parents. Children are grouped according to age and stage of development. The nursery supports children who have identified special needs and/ or disabilities and children whom learn English as an additional language. The setting provides funded education for two, three and four-year-old children. The nursery currently has 14 staff, including the manager and the deputy. Additional/cover staff are used from the nursery's own bank of supply staff. All staff hold or are working towards a childcare qualification; one holds a BA Honours Degree, ten are level 3 qualified and three are level 2 qualified.

### What the setting needs to do to improve further

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

- improve children's literacy development further through the use of fact and fiction books in all areas of learning, and creating an environment where children can learn about words, for example using names, signs, labels and posters
- improve children's mathematical development further by displaying numerals in purposeful contexts and providing number labels for children to use in their play, for example, by putting number labels on bikes and a corresponding number on each parking space.

## Inspection judgements

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

Children experience a good range of activities both indoors and outside to cover all areas of learning. Children play with resources appropriate to their age and stage of development and have daily opportunities to mix with the children of all ages. Practitioners carry out regular observations of children's learning and development, taking into account children's interests and needs. This information is used to plan next steps in children's learning to inform the following week's plans. Therefore children are able to make good

progress in their learning and development. These effective systems are used in support of the two year progress check which identifies learning in the prime areas and is shared with the parents.

Children make full use of the outside play area, promoting their large physical development well. They crawl through tunnels, climb up steps and slide down poles. They use sit and ride toys, reflecting their developing spatial awareness as they weave in and out of the other children. Children show good fine motor skills as they hold paint brushes well with good control or pick up small pieces of paper for collage activities. Children have good opportunities to use their imagination and creativity in the role play area, using baby dolls to dress, or dressing-up themselves as different characters. This area is adapted to different topics, with it recently being used as a Chinese restaurant.

Communication and language is implemented well. Practitioners talk to children about what they are playing with, generally using open-ended questions to extend their learning. They offer opportunities for children to listen and follow instruction in small and large group activities, developing good skills for children's future learning. Most children are confident and talk to each other about what they are doing, for example, 'look I can jump really high'. Very young children use babble to communicate, with eye contact and gestures to reflect their meaning. Practitioners use this to support young children's understanding. For example, 'I think you want a cuddle, shall we sit together', as toddler puts their arms up.

Children have good opportunities to use natural resources, such as sand and water, when digging and planting. The introduction to Forest Schools provides exciting opportunities in the natural environment. Children develop their knowledge of the world, learning about different cultures and playing in the multicultural environment. The wide range of cultures reflected in both children and practitioners, supports children's understanding of differences and similarities. In addition, resources reflect different cultures and disabilities, with a few labels in different languages displayed around the nursery, to promote an inclusive setting.

Although the nursery has recently been refurbished, there are very few labels or signs in the environment, including a lack of labels on resources. Book areas are well resourced but not effectively used to promote literacy. As a result children are not fully promoted to recognise words and develop their familiarity. However, practitioners do offer planned opportunities for phonic sessions, using props and objects to promote this. Children's use of mathematical language is developing, with children asking for 'more' sand and talking about the 'tiny piece of paper'. Mathematical activities are planned for individual children. However, numbers are not used well to promote practical activities or used in daily routines to support children's understanding of number concepts. There are secure systems in place to promote equality of opportunity for all children, including those who speak English as an additional language or who have special educational needs and/or disabilities. Two practitioners have received appropriate training in these areas. Support is received from the local area SENCO and the qualified teacher from the adjoining Children Centre and systems are implemented well to share information with all relevant agencies.

Parents are kept well informed about their child's progress in their learning and

development through daily contact sheets and verbal feedback. Twice yearly parents' evenings provide a more formal time to exchange information. Parents are encouraged to contribute to their children's learning through recording children's 'wow' moments in their learning at home. This information is used by the key person to acknowledge at the nursery. Parental views are sought frequently from the nursery and the head office of the parent company to ensure the nursery is meeting parental expectations and the needs of their children.

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

The key person system is a strength of the nursery and supports children's well-being and feeling of security as they build good relationships. All practitioners obtain good information on children's initial visit. This enables the key person to build up a good knowledge of the child and to provide activities that meet the child's interests.

Children feel secure and build friendships with their peers supporting the skills necessary for their future. Children behave well, understanding the rules in place and needing very few reminders about how to behave. The practitioners provide different experiences where children need to share and take turns, for example using sand timers. Listening skills are encouraged with praise being given to children for good tidying up or good sharing, helping children understand what behaviour was good. Children show developing independent skills as they move through the nursery, from being fed to helping dish up their own lunches. They start with bottles and finish pouring their own drinks, showing good progression.

Children learn about living a healthy lifestyle through daily opportunities for large physical play in the fresh air. Children are offered healthy snacks and learn the importance of personal care; for example, washing hands after playing outside. Practitioners are good role models as they implement effective systems for nappy changing and hygiene routines to protect the youngest children from cross infection. Lunches are cooked fresh everyday with the menu displayed for parents. All children's dietary requirements are recorded through a 'traffic light' system of colours to ensure their individual needs are met. These good procedures keep children safe and secure. Practitioners are vigilant about children's safety and deploy themselves to the ratios of the children ensuring children are supervised well. Children are reminded about using their feet to stop the sit and ride toys and about using both hands on the pole when sliding down. They use tools, such as scissors, carefully promoting children's understanding of dangers in their environment and how to keep safe.

Children have access to a good range of resources. Resources support the age and stage of the children and are being improved as the nursery grows to provide greater choice for children. The emphasis on more natural materials, such as wood, provides a calm atmosphere and provides children with a better sensorial environment. Large wooden blocks indoors and the large wooden sand pit outside invite children's interest.

Children are well prepared for their move between rooms and finally to school. The key

person plays a key role, making the next move in children's development a manageable step. All children are encouraged to develop their independence, with children in the pre-school room able to put on their coats and boots. Many children skilfully tackle zips and buttons and show delight as they succeed without adult intervention. Children have good listening skills and speak well, sharing their good use of language and developing vocabulary. Many older children recognise their name and are beginning to form some letters correctly. Therefore, they are well prepared for the start of school.

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

The management and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are secure, with all practitioners receiving training on a regular basis. Thorough risk assessments are recorded and implemented by Co-Operative Childcare in conjunction with the manager. These are supported by daily check lists to ensure children play in a safe, secure environment. Regular fire drills are practised with the children and a careful record made of each evacuation, thus protecting children's welfare.

The company that has recently taken over the setting has implemented robust procedures for the recruitment of practitioners with their ongoing suitability monitored through regular one-to-one meetings and appraisals. They have implemented many new policies and procedures including an alternative way to monitor and record accidents. The recording of accidents, injuries and existing injuries is carried out with full information being recorded on pre-printed sheets. Parents are informed on the day of the accident and are asked to sign the sheet where the accident is recorded. At the end of the month a copy of these sheets with a monitoring log is sent to the head office, providing secure procedures to monitor the effectiveness of the setting to keep children safe. The complaint process is effective. A written policy is in place containing the relevant information and all complaints are recorded and kept on file, meeting the Early Years Foundation Stage requirements. Complaints are replied to, in writing, within the 28 day period. Care for children under two is effective. Children are settled and their personal needs met, for example having milk at times agreed with the parents and nappies changed on a regular basis. All care needs are recorded on the daily contact sheet. Safeguarding procedures are implemented effectively follow the written policy and procedure. All practitioners have a secure understanding of their role and responsibilities regarding protecting children in their care. Safeguarding training is carried out on an annual basis, with the manager receiving the designated person training. A flow chart details the process to follow in each room and the practitioner's room, including all the relevant contact details.

The manager has a good understanding of her responsibilities in meeting the learning and development requirements. She receives focussed support from the co-ordinator from head office at Co-operative Childcare alongside support from the qualified teacher from the adjoining children's centre. Well developed monitoring systems are being implemented to ensure staff in all rooms understand how to promote the children's learning through a good variety of activities. A system to monitor children's learning throughout the nursery

to look at each child's attainment is carried out at head office to alert the nursery to any weaknesses. The new planning system is still being developed and, therefore, some practitioners are more confident than others in recording their planning.

The manager is new in post and uses regular practitioner meetings to discuss practice issues and offer the practitioners the opportunity to share ideas, concerns or suggestions. From secure self-evaluation processes, a detailed action plan is already in place, devised through information observed from observations carried out in the nursery by senior managers, Co-Operative Childcare and the qualified teacher. Views from parents have also informed the action plan, promoting good continuous improvement.

Partnerships are promoted well with external agencies, including those agencies connected to the children's centre. These secure partnerships ensure children's individual needs are addressed and measures and systems put in place to provide suitable support. Parents are kept fully informed about the procedures and give written consent for this sharing of information. Links between other providers is a new process being developed, although as yet, no children attend other early years provision.

### **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 action. 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

<b>Unique reference number</b>	EY357231
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	909152
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Places For Children Ltd
<b>Date of previous inspection</b>	10/02/2012
<b>Telephone number</b>	020 8854 0890

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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, which are usually the childminder's 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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