

The Co-Operative Childcare Cainscross

70 Westward Road, Cainscross, Stroud, Gloucestershire, GL5 4JG

Inspection date	12/04/2013
Previous inspection date	31/07/2009

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		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 are happy and engage well with a wide range of activities, planned by staff.
- A robust key person system ensures that staff know the children well, so can meet their separate needs.
- Staff deployment is good and provides children with a safe, calm environment and good adult support, so children play in safety, behaving well.
- The manager reflects on the nursery practice. There are effective systems for ongoing development, so provision for children improves.
- There are strong links with parents, which contributes well to the supporting children's welfare and learning when they are in the nursery.

It is not yet outstanding because

- Group activities for older children do not always provide the best levels of focus and challenge for them
- Outdoor provision for babies is not as well developed as the area for older children, so their outdoor experiences are not promoted as well as possible.

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 inspector observed activities in the three play rooms and the two outside areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the nursery self evaluation paperwork.

Inspector

Karen Prager

Full Report

Information about the setting

The Co-operative Childcare Cainscross Nursery opened in 2004 and is managed by the Midcounties Co-operative Limited. It operates from a purpose-built, single-storey building next to the Co-operative Food Store in the Cashes Green area of the town of Stroud, Gloucestershire. The nursery has four play rooms, a kitchen, milk kitchen, communal play area and associated facilities. There is an enclosed outdoor area with patio and impact-absorbent surfaces for activities. A separate outdoor area is available for children aged under two years. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Care is provided for children with special educational needs and/or disabilities and children who learn English as an additional language. There are currently 109 children on roll. These children are all in the early years age group.

The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open each week day between 7.30am and 6pm for 50 weeks of the year. Children attend for a variety of sessions. The nursery employs a team of 23 staff, of whom 16 hold recognised early years qualifications. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- develop the group times for older children, such as by planning these to better reflect other activities, so that all children are thoroughly engaged and interested, and more able to make connections across their learning
- extend the outdoor provision for children under two years to give them a greater variety of outdoor experiences and, if possible, more frequent use of this area, so they have a change of scene more often, playing out in the fresh air.

Inspection judgements

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

Staff provide a welcoming and stimulating environment. Children are settled, happy and ready to learn. Staff understand that children learn through their play and the daily routine has a good balance of child led and adult directed activities. Overall, interesting activities are made available that are suited to children's stages of development. This means that

children are usually keen to be involved and are motivated to learn. Consequently, all children make good progress towards the early learning goals which prepares them well for when they move on to school.

There are secure systems to assess what children can do when they first start and for their ongoing development. Parents are valued contributors to the children's development and comment slips are available for them to complete. The children's key person maintains a good dialogue with parents which ensures that they share information about what children can do and what they need to learn next. Staff offer ideas about how parents can support children's learning at home through chats when children are collected, or at the parents' evenings. The combined assessments are used by the children's key person to plan activities that will interest and challenge children. Occasionally some planned for the older children are not managed to challenge them as well as possible and reflect learning elsewhere, to help them make connections across a range of activities, so reinforcing learning. When a child shows interest in playing football staff incorporate this into planning, so the child gains control in kicking the ball into a goal. This shows how staff respond to children's interests. Children also enjoy throwing a ball onto the roof and anticipating where it will reappear.

Staff have a good understanding of effective teaching methods overall and use these to support children's learning. Generally they provide good support during activities so that as children play they continue to learn. They encourage children to think critically and suggest ways of solving problems. For example, when children want to play with bricks they are helped to consider how they might make more space, and put away another toy first. Visitors enhance learning for some older children, such as by prompting about space and planets.

Indoor resources are well organised to promote children's independence as learners. Children of all ages enjoy looking at books. Staff arrange books so that the youngest children can choose ones that appeal to them. Toddlers take books to staff, confident that their wish for a story will be met. Older children handle books correctly, turn the pages as they follow the text and pretend to read the story, showing they are gaining necessary skills for school. Children develop good relationships with others. They sit companionably, talking with each other about the books they are looking at.

Toddlers gain further control of their bodies when they climb the slide and balance on a slope, demonstrating that they have learnt to hold on to keep themselves steady. Children explore the outdoor space looking for bugs and learn that they like to hide under logs. Staff continue this learning indoors when children create pictures and models, which are displayed in their room. They enjoy mixing the ingredients for cakes. Later they concentrate as they decorate them, carefully spreading the icing and placing the decorations on top ready to take home. Throughout the day staff interaction is very positive, encouraging and reassuring. Children enjoy their time at the nursery and develop positive attitudes towards learning.

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

Children benefit from the strong relationships that the key person builds with their families. Staff get to know the children and their family well and children settle easily. Babies' care routines, such as sleep times and nappy changes are carefully managed by the children's key person. Children form close, warm relationships seeking out their key person in the room. A well managed 'buddy' system works well to help children feel secure if their key person is absent. Staff are sensitive to the individual needs of children and support the move between rooms and later, to school, thoughtfully. Children can take their time in getting to know their new room and its staff.

Children behave very well and listen to instructions. Staff are good role models and offer children clear explanations of what is expected. Children participate with activities such as helping at tidy up time. They help to sweep the sand from the floor. Children are helped by staff to put on their own shoes or coats which further promotes their skills in independence. Children learn good social skills and older children wait patiently at the table until everyone has finished at mealtimes. Staff use mealtimes as an opportunity to develop children's understanding of eating and self-care. For example, children know to wash their hands before they eat.

Children learn to keep themselves safe as they play. They are familiar with the daily routines and boundaries for behaviour. They know not to enter the kitchen, even when they are helping staff. Children are keen to play outside and clearly enjoy being active. Children benefit from a well ordered and thoughtfully planned environment that enables them to thrive as they explore, try things for themselves and persevere. The outdoor provision for older children is well-developed. Children choose when they play outside and may do so for much of the day. They search for bugs under logs, mix mud in the 'kitchen' and climb on the frame. The youngest children are taken outdoors daily, where they use wheeled toys or play with toys on a rug; generally however, outdoor provision for younger children is not as interesting or available so often as that for older ones. This means the youngest ones have fewer opportunities to be out in the fresh air, exploring a different type of environment from that which they are in for most of the day.

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

Leadership and management are good because the manager has an accurate overview of the provision for welfare and learning and the determination to drive improvement. She demonstrates a good understanding of her responsibilities in meeting the requirements of the early years foundation stage. Staff are clear about the company policies because these are regularly reviewed at staff meetings. Keeping children safe is a high priority. Thorough risk assessments are undertaken. Procedures for vetting staff are robust. Staff have all completed safeguarding training and are knowledgeable about the procedures to follow should a concern for a child's welfare arise.

Procedures for evaluation of the nursery provision are effective. There is an action plan that identifies the priorities for the nursery's future development, which provides focused,

continued and systematic improvement. The staff team is well established and staff work well together. Regular staff meetings and supportive management means that the views of staff are readily shared. Continuous professional development is valued. The manager and deputy spend considerable time in the nursery rooms to monitor and develop individual performance. These reviews improve practice throughout the nursery, to the children's benefit.

Partnerships with parents are strong. Parents speak highly of the care and support provided for their children. Partnerships with other professionals are welcomed and used to meet the needs of all children. Staff are proactive in sharing information with other early years settings which children attend. A communication book provides for a regular exchange of useful information and promotes continuity of care and learning for these children.

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

Unique reference number	EY282250
Local authority	Gloucestershire
Inspection number	908400
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	85
Number of children on roll	109
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	31/07/2009
Telephone number	01453758103

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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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