

# The Co-Operative Childcare Rose Hill Nursery

The Oval, Ashurst Way, Rosehill, Oxford, Oxfordshire, OX4 4UY

<b>Inspection date</b>	11/06/2013
Previous inspection date	17/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- All children make good progress in relation to their starting points and benefit from much attentive support from staff, which encourages them to learn.
- Staff engage and interest children in the activities available, because they provide a relaxed atmosphere that enables children to play and learn well together.
- Children with special educational needs and/or disabilities receive good support, because staff work with their parents and access inclusion support.
- Staff present the resources in younger children's rooms well and make good use of natural materials throughout the nursery, which helps to promote children's learning effectively.
- Staff say they are confident of the support offered by senior management who have a clear focus on aspects for development throughout the nursery.

### It is not yet outstanding because

- Staff occasionally miss opportunities to maximise children's understanding of letters and sounds, which results in fewer opportunities to extend their early reading skills.
- Children do not always receive maximum support to manage their own personal care, which at times slightly reduces opportunities for them to develop independence.

## **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 four play rooms and the outside learning environment.
- The inspector had discussions with the manager, the previous manager, area managers, staff, children and parents.
- The inspector undertook a joint observation outdoors with the leader of the pre-school.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning and safeguarding procedures.

## **Inspector**

Angela Cole

## Full Report

### Information about the setting

The Cooperative Childcare Rose Hill Nursery registered in 2004. It is part of a chain of nurseries operated by Mid-Counties Co-operative Limited. The nursery is situated in the Rose Hill area of Oxford and serves the local and surrounding areas. Children are cared for in four rooms in purpose-built premises and have access to an enclosed outdoor area. The nursery opens each weekday from 7.30am to 6.30pm, all year round except for public holidays. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 106 children on roll aged from three months to under five years. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Staff currently support children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 19 members of staff working with the children. Of these, 12 hold appropriate childcare qualifications and six are gaining a qualification. A staff member is working towards Early Years Teacher Status and the manager holds a level four qualification in childcare. The nursery has close links with the local children's centre and the playgroup on site.

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

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

- help children to increase their early reading and writing skills by providing additional challenges to further extend their understanding about letters and sounds
  
- extend the support for children to maximise their independence regarding their personal care.

### Inspection judgements

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

Staff know babies and children well and their knowledge of how to promote children's learning and development is secure. They establish children's starting points by gathering information from new parents and through early observations. Key persons in each room prepare clear plans for children to support what they need to learn next. Planning is consistent throughout the nursery as staff base this securely on every child's individual needs and interests, including those with additional needs.

Babies and children are keen to choose activities and have fun at the nursery where they

make good progress in their learning and development. Staff skilfully analyse their observations to note children's achievements and their need for further support. Staff offer a good range of activities and support children to choose for themselves, which helps to build their skills for independent learning. The adults demonstrate a good understanding of when and when not to get involved. As a result, children develop their own learning through play and increasingly make their own decisions. Older children become engrossed in role play through dressing up and staff enhance this learning by arranging a visit from the uniformed police. This helps children to recreate real experiences through their play. The younger children benefit from learning through their senses and enjoy many sand, water and paint activities and making 'gloop' with corn flour and water. This means they learn to explore and experiment with different materials.

Staff effectively foster children's communication and language skills. During free play times, they attend closely to individuals and small groups of children, giving them time to talk and respond to questions. This encourages children to think and develop their own ideas, for example as older ones master skills to use the computer. Staff caring for babies recognise the ways in which individual children communicate and respond warmly to them. Children have ample opportunities to learn about the living world as they plant seeds and care for the nursery's snails and worms. Staff encourage children's interest in books through storytelling and joining in with repeated words, actions and songs. Children learn about letters and sounds in routine and play activities, including 'writing' their names as they self-register and going on 'letter' hunts. Nevertheless, they do not benefit from a fully considered, stepped approach to using sounds and letters to develop early reading skills, including through rhyming words. Children learning English as an additional language receive good support in focused small groups when they hear words repeated as they play games. Staff display words in the children's home languages and use sign language so children recognise what they are saying.

Staff provide good support to help children prepare for their moves between rooms and into full-time education. They encourage children to develop good learning and social skills, such as concentration, perseverance and consideration for each other. Staff discuss children's progress, activities and achievements with parents on a daily basis and also more formally in regular meetings. They listen to what parents tell them about what children have been doing at home, including 'adventures' of nursery toys taken home for the weekend. Staff use such information in conversations and to extend children's activities at the nursery. The two-way flow of information between parents and staff has a positive impact on children's learning. Many parents enthusiastically praise the nursery for the range of activities and for the progress their children are making in their development.

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

Staff in each base room show skill and sensitivity in helping children gain physical well-being and form secure emotional attachments. They work closely with parents to help children to settle, including those who initially find this difficult. As a result, children progress quickly so that they feel safe at the nursery, including those with additional needs. Staff provide a strong base for children's developing independence and exploration.

Children move freely around the play areas, revisiting activities as they wish and being well motivated to use resources as they choose. They access good quality furniture, resources and play materials including natural materials, in spaces used to foster each area of learning. Much equipment is in low storage; this encourages children to make their own choices about play things and gives them opportunities to combine resources. For example, children make ramps for their toy vehicles with large blocks and staff tell stories from books to younger children using puppets.

Children receive good support to increase their levels of self-control during activities and their confidence in social situations. They come together in the shared garden and older ones learn to be considerate of babies and younger children. They learn to behave in ways that are safe for themselves and others. This is because they receive clear guidance about boundaries so they know what staff expect of them. As a result, for example, older children tell each other that they 'can't run indoors'. Staff are good role models. They enthusiastically praise children for commendable behaviour, including when babies persevere with walking and older children share toys and take turns.

Children receive strong support to develop their understanding of how to manage risks and challenges, relative to their ages and understanding. For example, they learn about safe use of tools, including cutlery, and take calculated risks when they jump off a slide onto safety mats. They learn to tidy their toys after use and so have effective opportunities to develop a sense of responsibility. They respond well to expectations that they will learn to do things for themselves. Younger children enjoy being helper of the day, while older ones quickly dress themselves for going outdoors.

Staff effectively support children's growing understanding of how to keep themselves safe and healthy. Children benefit from many opportunities to access fresh air and physical activity in most weathers and older ones choose to go outdoors each session. Staff are usually alert to offer support so that children learn to manage their personal hygiene but practice is not always consistent. This means that some children do not have ongoing opportunities to develop independence with personal hygiene routines. Staff consistently support younger children to wash thoroughly and talk to older children about needing to 'wash to get all those germs off'. Children make healthy choices about what they eat and drink and learn to serve themselves. Drinking water is always available for them so they do not become thirsty, although younger ones have difficulty in lifting the large jugs to fill their cups. A healthy and varied menu encourages children to widen their tastes.

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

The management and staff teams work well together and all play their part in effectively meeting the safeguarding and welfare requirements. Staff receive regularly training so they have a strong understanding of child protection and how to help keep children safe. The manager and her deputy attend enhanced child protection courses that enable them to identify, understand and respond to concerns about children. Staff review the safety of the secure premises through daily indoor and outdoor checks. They complete detailed risk

assessment before taking children on outings, including picnics and feeding ducks and when going further, for example to a museum. The nursery effectively maintains an up-to-date record of staff suitability. The ample staff: child ratios enable adults to focus well on children so that they effectively promote safe practices. The manager links with the company's head office regarding shared information, including about aspects of staffing, health and safety. Nevertheless, she has sufficient autonomy to act in the good interests of children and their families. Staff are and feel well supported by the manager and they have a good understanding of the policies and procedures to promote children's well-being.

The management works closely with staff to evaluate the nursery's provision and to reflect on ways to further improve. Staff value and act on advice from senior managers, a teacher within the company, local authority advisers and professionals at the nearby children's centre. They visit other nurseries to gain ideas for good practice and to experience different ways of working with children. Using children's interests and parents' views, for example from surveys, they accurately assess what they offer to children and their families. They comprehensively plan significant areas for development. These include further encouraging parents to contribute to children's written records, refurbishing the rooms and radically reorganising the outdoor areas. The management gives good attention to employment procedures and staff's qualifications and professional development. Staff benefit from thorough induction and strong encouragement to further improve their skills. The manager monitors staff's interactions in each room and all attend monthly, alternate meetings and training that include best practice, including from specialists. Regular supervision and annual appraisal effectively support staff development towards individual programmes of study. These have a good impact on children's learning, including on their decision making and mathematical development.

The management has a good understanding of their responsibilities in meeting the Early Years Foundation Stage learning and development requirements. The manager and key persons monitor the planning and delivery of the educational programme so that all groups of children make good progress. This includes the youngest children and those who need long-term support to close gaps in their learning. Partnership working is strong. Parents and carers appreciate the frequent, individualised communication about their children achievements and progress. They feel well informed in aspects of the nursery's organisation, including staff changes and future plans for outdoor play. To link with shared providers, key persons create children's communication books, which also help to inform other family members about children's achievements and progress. The nursery works particularly closely with other professionals, parents and carers to support children with special educational needs and/or disabilities. The nursery's coordinator and key persons follow detailed individual plans to offer good support to these children and their families.

### **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
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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>	EY277886
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	917961
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	106
<b>Name of provider</b>	The Midcounties Co-Operative Limited
<b>Date of previous inspection</b>	17/11/2010
<b>Telephone number</b>	01865 401852

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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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