

The Co-operative Childcare

Coventry Street, KIDDERMINSTER, Worcestershire, DY10 2BP

Inspection date

Previous inspection date

15/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Children make very rapid progress through a wealth of rich and varied learning experiences. Staff have an excellent, in-depth understanding of how children play and learn and apply this consistently to their highly skilled practice.
- Children are extremely safe, as robust policies and procedures are implemented meticulously by all staff.
- Leadership and management are inspirational. The manager ensures that all staff provide consistently high quality teaching and learning for all children. Highly effective self-evaluation and the pursuit of excellence means that areas for improvement are quickly identified and acted on immediately.
- Children are very happy and settled in the welcoming environment of the nursery. Staff are extremely caring and children's health and well-being are given the utmost priority.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in three play rooms and the outside learning environment, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and the provider of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

The Co-operative Childcare at Kidderminster has been registered since 2012 and operates from purpose-built premises known as the Edward Parry Centre in Kidderminster. It is one of a national day nursery chain owned by The Midcounties Co-Operative Limited. There are four main playrooms and children have the additional use of a communal piazza, a multi-purpose room, an IT suite and a library. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It serves the local area and is accessible to all children. It opens on Monday to Friday from 7.30am to 6.30pm all year round, with the exception of bank holidays. There is a fully enclosed area available for outdoor play.

The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications from levels 3 to 6. The manager holds a post graduate certificate in education for mentoring and coaching in education, as well as a childcare qualification. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities and receives support 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:

- continue to further develop ongoing training and the professional development of staff in order to maintain the extremely high quality provision in the nursery so that children continue to receive innovative learning experiences.

Inspection judgements

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

The two base rooms in the nursery are exceptionally well resourced, vibrant and well planned in order to meet children's needs. They are very colourful, exciting and motivate children to want to explore all the resources and areas of the rooms. Both the indoor and outdoor environments provide extremely rich and varied experiences in which children use their imaginations and develop their learning styles. They access a wealth of high quality resources, which reflect their interests, such as construction sites or animals. Staff obtain detailed information from parents about what children know and can do when they first start at the nursery. They observe them carefully each day and record their observations,

which inform planning. Staff are extremely perceptive in their observations of children's interests and individual learning styles. They have an excellent understanding of the Early Years Foundation Stage and a very in-depth knowledge of all aspects of how children learn. This means they plan highly effectively for the next steps in children's learning so that they make very rapid progress. Staff quickly identify and close any gaps in children's learning through precise assessments of their stages of learning and development.

Rooms are often reorganised according to staff's observations of the ways in which children access different areas. For example, children who enjoy using the construction site area may not always look at books very often. Staff provide books that reflect their interests in this area, which encourages them to access books more frequently. Staff notice that boys are more inclined to make marks if they use clipboards, so they provide these, which develops their early writing skills. The manager trains staff to explain everything very clearly to children so they know that rules keep everyone safe. The explanations also help them to learn about their world and how and why things happen.

Parents speak to their child's key person each day to share information about children's needs and progress. Children's achievements are shared during group discussions in their rooms, which encourages them to speak and to share their experiences so that they develop effective communication skills. Parents are extremely well supported in extending children's learning at home as they are invited to attend play workshops. These help them to find out how children learn from their play and how best to support them in their learning at home. Staff encourage parents to share their cultures and skills with children to contribute to their learning at nursery. They are extremely well informed about the nursery's policies and practice through daily communication with staff and the wealth of information available to them on the notice boards.

Children with special educational needs and/or disabilities are supported very well through close partnership working with parents and a range of professionals. These include a local area special educational needs coordinator, a speech and language therapist and staff at the nearby children's development and children's centres. Staff observe and assess children's needs and achievements and draw up individual education plans in conjunction with parents and professionals. This ensures that children's needs are fully met and they make very good progress. Staff obtain basic words from parents in their home languages so these are used in the nursery to encourage all children to communicate and so that all children learn about other cultures and countries.

Daily practice in the nursery is of a consistently high standard. It is truly innovative, inspirational and worthy of dissemination to other providers. The manager regularly asks staff 'why?' so that they are always precisely focused on the purpose of their planning and their skilful questioning of children. This ensures that staff challenge children in all their learning so that they make very rapid progress. This takes place in every discussion and activity with children so that all learning experiences are maximised and staff give children the expertise to use their learning in other contexts. Staff explain the meaning and purpose of everything to children, which increases their understanding of the world around them. All children are very enthusiastic and engaged in their learning. Children's experiences and learning at home are extended at nursery in very exciting ways. For example, a parent provided photographs and cocoons to develop children's learning about

life cycles. Staff use a story about a caterpillar and toys related to the story to encourage children to use their imaginations through related story telling and artwork. This develops their language and vocabulary, as they learn the meaning of the words 'cocoon' and 'life cycles' and observe similarities and differences in creatures.

Three to five-year-old children really enjoy an activity outdoors as they explore a large ball of clay. Staff encourage them to feel and press it and to make letters, shapes and marks in it using a range of brushes and tools. Staff challenge children by asking them how they could make the clay softer and what they think might happen when it dries out. Children are very imaginative, as they make 'cakes' with the clay and know that cakes need to be cooked in the oven before they can eat them. This develops children's understanding of changes in materials. Staff plan to extend the activity by showing children what happens to the clay when it dries out and whether they can make it soft again through wetting it. Babies love to choose from a range of treasure baskets containing all kinds of exciting objects that they feel and explore with their mouths and fingers. Staff encourage them to feel trickling water run over their fingers by doing this themselves, or to reach for objects to develop their movement and coordination. Staff support babies so that they learn to stand and walk and talk to them during their play and encourage them to repeat words so that they develop their speech and communication skills very well. All children are extremely well prepared for the next stage in their learning and for school, as staff provide them with an excellent foundation on which to build their future learning.

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

Children are learning to be independent, as staff encourage them to put their own coats on, serve themselves during mealtimes and to pour their own drinks. They access their drinks at any time during the day and choose activities and resources, as these are easily accessible to them in each room. Children are provided with nutritious meals and healthy snacks and they learn to make healthy choices. Staff teach children about different foods they may not have tried and encourage them to try new foods, such as chickpeas or sweet potatoes. Children receive praise for this, which gives them confidence and good self-esteem. The nursery chef plants herbs with children so that they learn where their food comes from and the variety available to them. Staff explain the importance of healthy eating to children and which foods are part of their 'five a day.'

Children show they feel happy and secure, as babies settle easily to sleep or snuggle on staff's laps to have their bottles and a key person system supports this security. They enjoy including staff in their play and are confident in indicating when they want to go outside or which treasure basket they want to play with. Children are extremely happy and settled, as staff give the utmost priority to their health and well-being. They obtain detailed information from parents about children's needs and routines so that these can be met, while being flexible according to children's changing needs. They work closely with parents to manage children's behaviour and milestones in their development, such as moving from a cot to a bed or potty training. This means children are secure as they

receive consistency of care at home and nursery.

Moves to new rooms are managed very effectively, as children are grouped together at mealtimes, so they are already familiar with staff and children. Staff liaise with parents to ensure that children are emotionally and developmentally ready to move to a new room, this does not depend on their age alone. Information is passed to the child's new key person so that their needs continue to be met. Transitions to schools are smooth, as staff invite teachers to attend nursery so that children get to know them. Staff prepare children very well for school through role play, stories and discussion so that they know what to expect. They support parents in the process through sharing these activities so that they may continue these at home so that children feel secure during their move.

Staff manage children's behaviour extremely well. For example, a child showed a tendency to climb on furniture and fixtures, so staff provided large boxes and wooden blocks for the child to arrange and climb on in order to develop this interest in positive ways. Behaviour is very good and staff encourage children to take turns and to share. They use a range of dolls to talk about emotions so that children learn to manage these appropriately. Children are taught to keep themselves safe and to manage risks well through their use of all the nursery resources and equipment. For example, staff supervise them closely as they negotiate the stones around the water feature or use the forest school area at the nursery.

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

The nursery manager is extremely innovative and dynamic and fires the enthusiasm of all staff and children. She has a wealth of experience in creating outstanding settings and ensures that her hand-picked, highly-qualified staff continue to maintain consistently high standards in all aspects of the provision. She monitors staff on a daily basis and makes formal and informal observations of their performance. She regularly challenges staff in their teaching by asking them why they are doing a particular activity, what they are focusing on and why and how they plan to extend the activity. This means that children receive excellent challenge in their learning at all times. The manager works with staff to identify areas for improvement, which are quickly acted upon through highly focused coaching and training. Staff further their professional development so that they provide the best quality care and sharply focused learning experiences for children. The Co-operative management team ensures that there is an exceptionally high standard in the nursery in line with the other settings in the group. Highly robust recruitment and inductions mean that all staff are suitable and highly skilled to work with children.

Children are extremely safe because staff have an excellent understanding of child protection and safeguarding. The meticulous policies are implemented at all times and children are supervised vigilantly. The premises are highly secure, as there are closed circuit television cameras in each area of the building and two sets of security doors at the entrance. Robust risk assessments and procedures for the collection of children mean that they are safe both on and away from the premises.

Highly effective, sharply focused self-evaluation takes place in the nursery. The views of parents and children are included and a parents' forum means that they have a say in the running of the nursery so that their needs and those of the children are fully met. Parents' suggestions included the purchase of soft play equipment and changes to the babies' sleeping area. These suggestions were acted upon immediately, as are any areas for improvement that are identified. Staff plan discussion times so that children may express their views on activities they like or would like to take part in. Staff continually reflect on their planning and teaching and evaluate the provision so that they continue to meet children's needs and maximise all learning opportunities. The manager involves all staff in her uncompromising, ever evolving, highly successful drive for improvement, which results in first rate practice and the highest levels of achievement for all children over time. Consideration is being given to continuing the excellent professional development of staff to improve even further the high quality service that children receive.

The excellent partnership with parents means that they are encouraged to support children's learning both at home and in the nursery. Staff support parents further by providing rooms for them to meet for mutual support, as well as additional help, according to their needs. The nursery has very close links with the nearby children's development and children's centres. They share ideas and best practice and receive additional professional support for those children that require this. High quality practice and advice is shared with other settings in the group. The nursery provides meeting rooms for the local park maintenance volunteers, as this links with children's learning about social responsibility. A childminders' network also uses the facilities and liaises with staff. There are excellent links with the other settings children attend, so that their learning is complemented and their well-being and progress are supported very effectively. This nursery's practice consistently reflects the highest aspirations for all children and staff so that all achieve to the best of their abilities.

The Childcare Register

The requirements for the compulsory 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	EY454882
Local authority	Worcestershire
Inspection number	891726
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	117
Number of children on roll	45
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	not applicable
Telephone number	01562 750260

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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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