

The Co-operative Childcare Chichester

The Royal West Sussex NHS Trust, St. Richards Hospital, Spitalfield Lane, CHICHESTER, West Sussex, PO19 6SE

Inspection date	04/04/2013
Previous inspection date	24/11/2009

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 staff provide an exceptionally safe and secure environment and children are extremely confident and happy.
- The excellent reflective skills of all key persons ensure all children's development needs are met exceptionally well.
- Practice throughout the nursery consistently reflects the highest aspirations for all children to make excellent progress in relation to their starting points and prepares them extremely well for the next stage in their learning.
- The registered provider and manager offer inspirational leadership and management, which is highly effective in monitoring quality and in motivating and enthusing staff.

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.

Inspection activities

- The inspector observed activities and spoke to children and staff.
- The inspector tracked children during the course of the inspection and observed spontaneous activities.
- The inspector viewed a sample of documentation, including children's records and information displayed on notice boards.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to some parents and carers on the day of the inspection.

Inspector

Teresa Colburn

Full Report

Information about the setting

The Co-operative Childcare Chichester is one of a national day nursery chain owned by Midcounties Co-operative. It is situated in the grounds of St. Richard's Hospital in Chichester, West Sussex. The nursery is in a purpose-built building. There are four rooms for children's use with access to an enclosed outdoor garden. The nursery is open each weekday from 06.45 until 18.30 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 103 children are on roll. Children's hours of attendance vary to suit the working hours of their parents. Children are grouped in four rooms, according to age and stage of development. The nursery supports children who have special educational needs and/ or disabilities and children who learn English as an additional language. The nursery provides funded early education for three- and four-year-old children. The nursery currently has 25 staff, including the manager, deputy and cover staff. Of whom 16 members of staff hold relevant early years qualification and 3 are working towards an early years qualification.

What the setting needs to do to improve further

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

- Improve the organisation of the pre-school room during lunchtime to ensure children's social skills are further developed.

Inspection judgements

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

Staff plan motivating, interesting and challenging activities that successfully promote children's learning through play. They have exceptional knowledge and understanding of how children learn. Their expertise means all children thrive in their development. Staff obtain comprehensive and detailed information about children's backgrounds, personal needs and stages in development. This information enables all staff to care for every child's individual needs and plan worthwhile activities that help children make excellent progress in their learning and development.

Staff observe children at play and record their progress across the areas of learning. They maintain a broad range of photographs, observations, samples of children's art work and comprehensive progress reports. Staff provide detailed summary reports to parents and share 'wow vouchers' to celebrate special moments and achievements children have

experienced. These excellent records enable staff to plan for the next steps in children's learning and supports consistency in all children's progress and learning

Babies recognise the staff's voices, gaze into their faces, like to be held and have snuggles when being bottle fed. This enables all babies to enjoy special one-to-one time with their caring key person. Children communicate with exceptional confidence, talking with a great deal of enthusiasm about their activities. Children dig excitedly in the mud area looking for insects, such as worms and woodlice. They talk with friends about the need to move the mud into the middle and make a mound of earth. Children show curiosity and readily approach adults to join in with activities. While playing in the garden, children tell the inspector 'you are cold, you need your coat and hat, go get them' and 'we wear our coats and hats to keep warm outside'. Children demonstrate excellent knowledge and understanding of the need to wear appropriate clothing during cold weather and great concern for other people's well-being.

Staff have an excellent knowledge and understanding of how to follow children's interests and promote their learning. For example, when children were given a large piece of plywood, they choose to decorate the board with their hand prints and then wanted to add paper mache mountains. The staff added 'instant snow powder' to add further stimulation to children's play. Children relished feeling the texture of the 'snow', sliding it through their fingers, spreading it over the table and pretending to feed animals with the snow. Staff's skillful questioning enabled children to think about how it felt in their hands. They encouraged children to use their imagination and senses as children recalled their experience of playing in the snow earlier in the morning. Children enjoy mark making and have a varied number of different activities in which they can do this, for example, during painting sessions and outdoor play. They talk animatedly about the nursery chicks, describing 'eggs coming to the nursery on Tuesday, wobbly egg, broke the egg, chick came out and then go into other box'. Staff compliment the children on their memory and description. The inspector witnessed several children showing their parents the chicks and describing what had happened, demonstrating their first-hand knowledge and understanding about lifecycles.

Staff encourage parents to provide photographs of important people in their child's life; these are used to make 'individual family books', which are shared with other each other. This enables staff to talk about everyone involved in a child's life. In addition, with parents' guidance and assistance, staff make dual language books for children who speak English as an additional language. Throughout the nursery, dual languages are visible on resources. This excellent practice places value on children's backgrounds and culture as well as enhancing their language and communication skills.

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

All of the children have exceptionally strong attachments and bonds with staff who successfully promote their well-being and independence. The children are very happy and confident as they move and play in different areas of the nursery. Sensitive praise and meaningful reassurance helps raise children's self-esteem. The staff have respectful

interactions with the children and, as a result, children are very well mannered and exceedingly well behaved. They share and collaborate with each other in their play exceptionally well, demonstrating valuable skills for their future. Staff are extremely good role models to the children, not only offering them praise and encouragement, but also encouraging them to support each other. Consequently, children of all abilities feel self-assured and enthusiastically participate in the innovative activities on offer. Staff praise children routinely for waiting patiently and sharing resources.

Children learn about the benefits of a healthy lifestyle as the staff promote their health very well. The nursery chef provides children with a healthy and nutritious diet, including those with dietary requirements. Babies and toddlers enthusiastically use their fingers or spoons during meal times. Babies grin at staff as they pick up pieces of apple with their fingers. Staff are close to hand and help babies and toddlers where appropriate but allow them to explore their meal and cutlery. Older children thoroughly enjoy serving their own meals and socialising with friends and staff during lunch.

Babies, toddlers and older children play and explore in their own designated outdoor interlinking play areas. Every enclosed area is very well-resourced, which motivates children to explore and investigate. Staff set up an exciting and inviting outdoor play area for all children to enjoy. Babies and toddlers have all-weather outdoor play suits, enabling them to enjoy daily fresh air. All children delight in using the tunnels, ball pools, sand play, digging areas, climbing equipment, bikes and slide tepee. This helps all children gain an understanding of the need for, and enjoyment of, physical exercise.

The importance and value of parent partnerships is embedded throughout the nursery. Parents comment on how 'great' the nursery is in meeting their children's needs. Parents are kept very well informed about children's experiences throughout the day and their progress as they continue to develop and learn. This ensures that they work together to achieve the best possible outcomes for children. At the end of last year the nursery implemented parent forum meetings for parents to freely discuss the service the nursery provides and future development plans.

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

Since the last inspection the management structure has changed. The management has clearly implemented numerous policies and strategies which have significantly enhanced the quality of provision and the high levels of care that every child receives.

The manager and staff demonstrate an exceptional knowledge and understanding of their role and responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. Excellent documentation and procedures ensure safeguarding concerns are monitored effectively. Staff have undertaken relevant safeguarding training and fully understand their responsibilities in protecting children. Rigorous and comprehensive risk assessments take place and are reviewed and amended on a very regular basis.

The registered provider and management team have an outstanding vision and understanding of their role and responsibility in meeting the learning and development requirements. They effectively monitor the planning and delivery of the educational programme. As a result, all children are provided with a rich, stimulating and exciting learning environment and high quality experiences. Staff in each room are dedicated and continually strive to gain the most for all the children.

Management strongly promote staff professional development, they are extremely keen for all staff to develop their knowledge, understanding and skills within early years. In addition, staff routinely discuss and devise development action plans for their own room, ensuring all staff are reflective in their practice. The hard working and motivated staff team contribute very effectively to the overall evaluation of the nursery.

Partnerships with other professionals and agencies are securely in place; for example, the manager and staff instigate visits to local primary schools, helping children to visualise the school through the photographs they take. This helps to support cross-provision working and continuity for children and their families and aids the children's transition to school.

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	EY286112
Local authority	West Sussex
Inspection number	908669
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	103
Name of provider	Buffer Bear Ltd
Date of previous inspection	24/11/2009
Telephone number	01243 536778

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

