

# The Co-operative Childcare Tadworth

The Childrens Trust, Tadworth Court, TADWORTH, Surrey, KT20 5RU

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 27/08/2013 |
| Previous inspection date | 29/05/2013 |

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|--|-------------------------|---|
| <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            |                         | 3 |
| 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

- Staff provide a good range of interesting activities, which support all the required areas of learning for the Statutory Framework for the Early Years Foundation Stage.
- Systems for observing children's development, assessing their progress and planning for their individual needs are good. This means all children make good progress.
- The management team are focused on improving practice within the nursery. A detailed development plan and a well-developed system for staff professional development are in place.
- Managers and staff work well with other professionals to support all children in their learning and development.
- Staff are responsive to the emotional needs of children. As a result, children are happy and settled in the nursery.

### It is not yet outstanding because

- Some staff miss opportunities to enhance aspects of children's physical development. As a result children are not encouraged to reflect upon how their bodies move and feel.
- Systems to maintain privacy for older children when they use the toilet are not fully effective.

## **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 held a meeting with the manager.
- The inspector viewed a sample of children's development files, planning and assessment records.
- The inspector observed activities in all play rooms and the outdoor area.
- The inspector spoke to staff and some parents who were present during the inspection.
- The inspector viewed a sample of nursery policies and procedures.

## **Inspector**

Sarah Moore

## Full Report

### Information about the setting

The nursery is one of a national day nursery chain owned by Midcounties Co-operative, which registered in 1998. It operates from a single storey, purpose-built building in the grounds of The Children's Trust in Tadworth, Surrey. The nursery is open from 7am to 6.30pm all year round, excluding bank holidays. Children are based in four playrooms and have access to two outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 72 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 21 staff to work with the children. Of these, 12 hold a relevant early years qualification. The manager holds a degree in early childhood studies. The nursery also employs a cook.

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

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

- introduce systems to respect children's need for privacy when they use the toilet, in particular, for those children who are older and manage their care needs independently
- enhance the programme for physical development by encouraging children to consider differences in their own bodies and how they feel, for example before and after meals and during physical activities, exercise and rest times.

## Inspection judgements

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

Staff provide a good range of interesting activities for children to explore, across all areas of learning. In the outdoor area children enjoy using their imaginations as they take part in games with their friends and staff. Children transform garden brooms into witches' broomsticks and they manoeuvre around the garden saying 'we are flying; who wants to come on board?' Staff lead children onto the balancing equipment to practise their physical coordination and control as part of a fun game where they 'go to London to meet the Queen'. They ask children questions to extend their learning; for example, they encourage them to think about how many children are present and they count together and use their problem solving skills to decide if anyone is missing. Staff teach children new

words such as 'hexagon' as they use stencils to draw around shapes. They support children to develop good confidence and children show this by approaching visitors and asking 'what are you doing in my room?' All children, including babies and those who find it more difficult, are able to clearly express their needs to each other and staff.

Children enjoy a well-planned balance of free play and group activities. During small group times children enjoy exploring sensory objects and practising the new words they have learnt. However, some staff miss opportunities to enhance children's understanding of their bodies and how they feel. For example, during physical activities staff do not encourage children to think about their muscles and strength. During meal times staff do not ask questions to help children understand how their bodies feel when they are hungry, full or thirsty.

The nursery has good systems in place for observation and assessment of children's learning and development. Parents share information with the nursery when their child first joins, to support staff to plan effectively to meet their needs straight away. Children's progress, including the check for two-year-olds, is shared with parents at regular intervals in the form of a development summary. Staff have introduced systems to encourage parents to share their child's experiences from home; for example, parents are able to use the nursery's 'travelling camera' to take pictures to share with their friends. They also complete 'wow vouchers' to record any special events or developments they choose to bring in and share. Staff are flexible in their approach to planning activities to meet the changing interests of the children. Activities are focused on the development needs of individual children. As a result, all children, including those who are learning English as an additional language and those who have additional needs, make good progress in their learning. Children are well prepared for the next stage in their learning and are developing the skills ready for school.

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

Children are happy and settled in the nursery, because they have developed trusting relationships with staff who provide care for them. The environment is clean and attractive for children to use. Both the indoor and garden areas are well resourced and encourage children to explore. All equipment is stored at the children's level to support their developing independence skills and ability to make choices. Children aged over two years enjoy helping to set up the tables ready for mealtimes. They competently fill jugs with water from the low sinks and carry them to the tables, while other children follow behind wiping up the drips on the floor. They organise name cards for their friends to find their seat at the table and set out plates, knives and forks. All children manage their personal care needs well. For example, toddlers feed themselves competently, using a knife and fork; they scrap their own plate and wash their own hands and face. Pre-school children are encouraged to use the toilet independently and are very capable. However, sometimes these children do not close the toilet door when using the toilet. This does not provide them with privacy as the pre-school bathroom is easily viewed from the reception and hallway.

Staff encourage children to manage their own behaviour and feelings. Children resolve disputes appropriately. When more than one child says 'I want to do the plates', they decide together 'we can both do the plates'. Staff support babies to learn acceptable behaviour because they calmly explain to them 'no pushing, no thank you' as babies explore boundaries of social interaction with one another. Children enjoy using the 'risk taking' area in the garden where they climb low trees with supervision from staff. They say 'watch me' as they swing from branches. Children understand 'the rules' of the area and tell one another 'you're not allowed to go on that tree; only two children are allowed'. Staff enable children to have quiet sleep and rest times to recharge their energy. Babies enjoy cuddles from staff as they wake up, which gives them time to adjust to the afternoon activities. Children get lots of fresh air and exercise and pre-school children enjoy taking part in group exercise activities where they skip, run, march and practise their balancing skills.

Staff have a clear understanding of the procedures required to keep children safe. They operate satisfactory systems to communicate with each other to share responsibilities and monitor children's safety. These systems are a result of a recent incident where a child gained unsupervised access to the garden area. However, since this incident staff are consistently focused on the supervision of children in order to keep them safe.

Staff help children to settle well when they join the nursery, move to new rooms and then onto school. Staff and parents share information regarding children's likes and dislikes, maintaining familiarity for them. For example, they cater for children's special dietary requirements and food preferences, following written requests from their parent to meet their individual needs. Staff share information with one another as children spend time settling in their new room, to provide consistency for them. In the pre-school room staff arrange the role play area into a classroom to help prepare children as they get ready to move to school.

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

The manager has good knowledge and understanding of the requirements for the Statutory Framework for the Early Years Foundation Stage. This inspection has been brought forward due to a recent notification from the provider regarding a child gaining unsupervised access into the garden area. Following this incident the provider and manager followed the correct procedures to investigate why the incident occurred and notified relevant professionals, which complies with the safeguarding and welfare requirements. The manager has quickly implemented effective systems to prevent future risks happening, by providing thorough training and introducing professional development plans for staff. As a result, the manager and staff operate effective systems to keep children safe. Systems are also implemented by parents who are vigilant of unknown visitors entering the premises and request they notify the office of their presence. The nursery has a strict mobile phone policy for parents, staff and visitors.

The manager organises staff to ensure there are suitable ratios of staff to children at all

times. The manager has developed effective systems to monitor the planning and assessment arrangements for children's learning and development. Senior staff monitor children's development records and work together with the manager to identify children who need additional support in their learning. The manager has recently developed the systems for planning activities and the delivery of the areas of learning, in order to focus on the individual needs of children and to update staff knowledge.

The provider operates effective systems to check staff's suitability when they join the staff team. The recruitment process is robust and a thorough staff induction process supports staff to have good knowledge of nursery policies and procedures prior to caring for children. Staff appraisals and development plans support staff to enhance their professional skills and identify training needs. The nursery team works in partnership with parents. Staff operate a parent focus group, which acts on behalf of all parents to liaise with the nursery and present ideas or queries. The provider implements a customer loyalty index, which involves an impartial person speaking to parents to gain their views and feedback to the manager. During the inspection parents stated they were pleased with their children's progress and feel involved and well informed of their development. The manager has developed effective partnerships with other professionals and local schools to support children. The nursery special educational needs coordinator regularly works together with the local early years team and speech and language therapists to provide support and equipment for children with additional needs. The provider and manager have a reflective approach to making improvement to the nursery. They have a good self-evaluation system, which includes the views of parents, staff and 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 122540                   |
| <b>Local authority</b>             | Surrey                   |
| <b>Inspection number</b>           | 933439                   |
| <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>      | 56                       |
| <b>Number of children on roll</b>  | 72                       |
| <b>Name of provider</b>            | Buffer Bear Ltd          |
| <b>Date of previous inspection</b> | 29/05/2013               |
| <b>Telephone number</b>            | 01737 365 097            |

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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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