

Old Co-operative Day Nursery

7-9 Wallace Street, Gotham, NOTTINGHAM, Nottinghamshire, NG11 0HJ

Inspection date	17/09/2013
Previous inspection date	21/01/2009

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 firmly established, nursery manager has consistently brought about exciting improvements in all aspects of the nursery. Her motivational approach has enthused the staff team, who are appreciative of the positive atmosphere this has created across the nursery. She constantly has a clear vision for the future and is fully supported by the professional, dedicated and passionate staff team.
- Teaching is firmly based in the staff's extremely good knowledge of how young children learn and develop. They fully understand that play and exploration provides key opportunities for children to think creatively, to solve problems and link their ideas.
- Through good, positive role modelling by staff, children are developing very effective independent skills, good manners and, as a result, their behaviour is exemplary.
- The rich, vibrant and safe environment provides a secure base for children to manage risks and understand how to keep themselves safe and healthy. Children have many opportunities to explore and investigate the exceedingly well-resourced indoor and outdoor environment.
- Excellent partnerships with parents, local schools, local resources and other professionals greatly enhance children's learning experiences and ensure that they are exceedingly well supported in their preparation and transition to school.

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 looked at children's assessment records, planning documentation, evidence of staff suitability, and a range of policies and record keeping procedures.
- The inspector spoke with the manager and staff at appropriate times throughout the day.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Sharon Alleary

Full Report

Information about the setting

The Old Co-operative Day Nursery was registered in 1992. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Gotham area of Nottingham, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from eleven rooms and there is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, two at level 4 and three at level 3. One member of staff has Early Years Professional Status. The nursery opens Monday to Friday all year round, closing for bank holidays and at Christmas. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 29 children attending. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- continue to monitor and embed new systems to track and record children's progress, to ensure that assessments continue to be sharply focused and children continue to maintain the very highest levels of achievements.

Inspection judgements

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

Staff have very high expectations of all children and endeavour to give them the best possible start in life. Thorough detailed discussions with parents at the beginning of children's placements mean that staff are able to plan effectively for each child right from the start. Staff have extensive knowledge and understanding of the Early Years Foundation Stage. Planning is sharply focused to take account of individual children's next steps and interests, as a result, children become animated and enthusiastic about the activities planned for them. For example, children enthusiastically use scissors independently for the first time. Staff make informed observations and effectively identify next steps and support for individual children. Staff regularly share their experiences and skills with each other and other settings, which ensures consistency for children throughout the provision. Children's progress and development is observed and monitored extremely well with development records updated regularly and children's individual next steps fully included in the planning of further activities. As a result, activities are precisely

matched to their needs and they make rapid progress in their learning and development. New systems to track and record children's progress through the areas of learning have recently been introduced and management are currently monitoring these to ensure that they remain highly effective. Progress checks at age two are completed by key persons using the information gained through the detailed observations and personal knowledge of individual children's learning.

The quality of teaching is outstanding. The baby room is extremely well-thought out and babies really enjoy choosing colourful, exciting toys to play with. They explore from the comfort of their key person. Staff in the baby room are passionate and dedicated to learning about how babies learn and develop and, as a result, babies are happy and contented in their company. They watch in awe and wonder as spinning tops whiz round and they laugh out loud as they reach out and stop them. Older babies are encouraged to push buttons to discover music, they bob to the sound as staff offer praise and encouragement. All children develop their physical skills extremely well through the use of the challenging and exciting ride on toys. Staff are enthusiastic and fun as they join children on two-seater bikes to race around the outdoor area. Children of all ages spend time in the outdoor play area, working together to support each other's learning and building close relationships. For example, a three-year-old confidently invites younger children to join her on a tandem bike. Older children practise their understanding of technology as they switch buttons on the traffic lights, shouting, 'Stop' and 'Go', as the colours change.

A well-organised balance of child-led and adult-initiated play is highly effective in promoting children's learning and development across all areas of learning. Small group time in the toddler room is interactive as children chat about the weather and recognise their names. This supports understanding of the world and early literacy skills. The session ends with children choosing favourite action songs.

Staff have an excellent understanding of how children learn and ensure children participate in activities that provide challenge and extend learning. For example, children who are playing with dinosaurs in sand, use their creative and critical thinking skills to collect logs and greenery to create a 'dinoscape', supported by staff. They skilfully question children in activities and value their responses. For instance, staff ask, 'What do you think dinosaurs might eat?' Children respond, 'rocks', and they pretend to munch the rocks. This interaction all of a sudden gets even more exciting as the children spot spiders and a ladybird, with the support of staff they spend a long time watching the insects scurrying across the floor. The setting is resourced and organised exceptionally well to promote children's independence. The outdoor area has been extremely well-thought out and provides a selection of open ended boxes, such as, stones, logs and compost. Due to the layout of the house not all children are able to move freely between indoor and outdoor play. However, children access the outdoor environment as often as possible, often asking, 'Can we play outside now'?

Children are eager to become involved in activities actively seeking staff and settling down to play. They enthusiastically select from a wide range of materials, such as play dough, sparkles, glitter, silicone cake cases, candles and eagerly make birthday cakes. Staff build children's vocabulary by giving choices, modelling clear language and praising their use of

new words, such as 'bounce, bounce', when babies play with a ball. The nursery provides a wealth of opportunities to discover and learn about growing and their natural world. The children are able to discover growth and changes over time and experience tasting their own grown produce with the resident cook. The nursery has an innovative way to introduce children to the diversity of the wider world and this is promoted very well. The 'Co-operative Crew' are a selection of multicultural puppets that feature heavily in the nursery routine. Through role play, they act out familiar scenarios and experiences, such as the French chef who has ideas for healthy choices.

Trips and outings to the park and the library enable children to whole-heartedly experience the neighbourhood. The manager has a strong commitment to embracing the local community. All children are continually challenged and stimulated in their activities through the skilful guidance of staff so that they make the best possible progress and are ready for the next stage in their learning. Parents receive regular feedback helping them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed periodic written diaries showing them what their children have achieved. Consequently, they are fully included in their children's learning and development.

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

Children settle quickly to play when they arrive because the staff are highly skilled in engaging them in their activities. Throughout the nursery, children are extremely happy and very well-settled. They are highly confident as they engage in conversations and welcome visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. Although allocated to a key person, who remains their prime carer, they build relationships with all staff members throughout the nursery. This ensures continuity of care in the instance of absences. Communication and language development is encouraged in small groups and individually with staff. Behaviour is excellent and children really enjoy playing and cooperating together. Staff have a consistent approach to managing children's behaviour, any minor issues being dealt with skilfully by staff. They have reasonable clear expectations, which mean that children learn to respect and care about each other and think about the feelings of others. Staff teach children to help tidy away the resources safely at the end of the session.

The nappy change areas have been moved to be within care rooms, to ensure that neither children nor staff are isolated. High quality practice ensures that children's individual needs are met and germs do not spread. A high emphasis is placed on developing self-care and independence, which means children are able to address their personal care needs. They know to wash their hands before eating and after using the bathroom. This demonstrates an excellent awareness and understanding of their own needs and personal hygiene. Children are encouraged to be independent, as they carefully pour their own water at snack time. They are relaxed and happy as they chat to each other and staff. This social affair prompts chats about families and recent holidays taken on an aeroplane.

Communication is animated and lively. There is a varied menu of nutritious food cooked at the nursery. For example, children enjoy lamb cobbler with potatoes, carrots and peas. The manager made a conscious choice not to provide dessert, however, fruit and vegetables are plentiful during regular snack times. Dietary and cultural needs are catered for when required. Meals are made fresh on the premises and, occasionally, the cook uses produce grown by the children. They help to sow, water and harvest salad and vegetables, such as runner beans, and gain a superb knowledge of the growing cycle as a whole. The nursery cook is committed to completing advanced food hygiene training. This ensures that practice in relation to food is careful planned and assures children's good health and safety.

Children enjoy activities equally indoors and outdoors. Subsequently, their physical development is fostered effectively. Children clearly understand how to keep themselves safe and healthy in the stimulating and safe environment. Staff routinely reinforce safe practice. For example, children are reminded to hold the hand rail as they come down the stairs. The fire drill is practised monthly, or when new children begin to attend, to ensure all children are familiar with the procedure to be followed. Further well-being of children is supported by notices for parents. Such as, reminders for children to wear bike helmets, high factor sun cream to be used and suggestions for correct clothing for all seasons. When children move between the rooms in the nursery, the key persons are highly skilled and sensitive in helping children to feel secure in their new surroundings. These moves are further facilitated, due to the small number of children and an established staff team. Children's transition to school is greatly eased as the manager places the utmost priority on developing good links with all feeder primary schools. Teachers visit the children in the nursery to help them become familiar with each other so they feel secure. In addition, staff spend lots of time talking to the children about the next stage in their lives and creating stimulating school role play scenarios. Parents have access to a highly informative transition board with valuable hints and tips for preparing children for 'big school'. As a consequence, children enthusiastically look forward to moving to school.

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

The nursery is in a small community in the city of Nottingham, the manager has worked tirelessly and professionally since the nurseries opening in 1992. The manager and staff work exceptionally well together and share a full understanding of their responsibilities to meet the learning and development requirements. The Early Years Professional is effective in monitoring the delivery of the educational programmes through regular discussions and team meetings, where all staff are fully involved. This involvement of the whole staff team alongside their extensive knowledge and commitment ensures that all children's needs are met most effectively. The manager and staff place utmost priority on ensuring that the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are implemented. The highly comprehensive policies and procedures underpin practice within the nursery and are clearly understood and implemented by all. Safeguarding is given the highest priority. Most staff have completed training in first aid and safeguarding and they fully understand the importance of following the Multi-Agency

Safeguarding Hub procedures in the event of any concerns. Children's safety is paramount. Staff know precisely the steps to take should they have concerns about children or those caring for them. Therefore, children are protected from harm and any issue relating to staff conduct is addressed. Highly comprehensive risk assessments, which are consistently implemented, keep children safe both inside and outdoors. For instance, during recent building work, children were confined to the garden area of outdoors while the work took place. Daily health and safety checks ensure a day-to-day rigorous safety assessment. Robust procedures for the collection of children and for emergency evacuation mean that children are extremely well-protected. For example, the entrance gate and door is constantly monitored by close circuit television to ensure that no unwanted visitors enter the building.

Children are exceptionally safe at the nursery as robust recruitment procedures ensure that all staff are suitable to work with children. New staff, including trainees, are given a detailed induction and are extremely well-supported in their practice and in becoming familiar with the nursery procedures. The staff turnover at the nursery is very low and most of the staff have been employed for many years. Nonetheless, the dedication and passion for early years education is relentless and self-improvement and efficiency is an ongoing process. High quality systems for professional supervisions are in place, based on staff appraisals and discussions during one-to-one meetings with the manager. Staff are regularly observed by the manager and each other to ensure that their practice is of high quality at all times. Staff work incredibly well together and pay high regard to each other's strengths and areas of expertise. Therefore, they create a very supportive and positive environment for children to play and learn. The manager has high aspirations for quality through systematic and inclusive self-evaluation. The views of children, parents and staff serve to identify strengths and drive improvement. Parents and staff play a vital role in the nursery.

The nursery staff liaise with the other settings that children may attend, such as a childminder or play group. Indeed, the manager is committed to building up extremely positive relationships with shared carers. This includes swapping ideas and exchanging visits. This means there is continuity of care and children's learning is complemented. The nursery currently has no children with special educational needs and/or disabilities. However, the manager and key persons in the past have worked effectively with others, such as health professionals. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with special educational needs and/or disabilities. Parents are invited to view their child's 'Next Steps' and development files and to have a personal chat with their key person through an open door policy. The very informative and interactive nursery website supports parents with many different aspects of the nursery. For instance, links to helpful websites and information to encourage communication and language. Meetings and initial settling in processes are flexible to include those parents who may have individual needs or other commitments. This ensures that children receive a consistent approach and that all parents are fully valued and respected. Parents and carers report highly complementary comments about the nursery. They comment on the excellent transition arrangements.

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	253394
Local authority	Nottinghamshire
Inspection number	932706
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	29
Name of provider	Old- Co-operative Day Nursery
Date of previous inspection	21/01/2009
Telephone number	0115 9830003

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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