

The Co-operative Childcare Rose Hill

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

Inspection date	16/01/2014
Previous inspection date	11/06/2013

The quality and standards of the early years provision	This inspection:	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		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

- Staff in the nursery are sensitive and responsive to children's needs and know their key children well; therefore children feel safe, secure and happy in this welcoming nursery.
- Staff spend time encouraging children to participate in activities at their own pace and developmental level. They skilfully identify and support children's next learning steps and as a result children make good progress in this nursery.
- The nursery establishes good partnerships with parents so that the whole family feel comfortable and know that their views are valued and included within their child's nursery experience.
- The manager and staff work well together to continually improve experiences for children and their families. The views of parents and other professionals are sought and contribute to the well-considered quality improvement in this nursery.

It is not yet outstanding because

- Staff do not always ensure that there are sufficient resources for older or more able children to embed and practise their phonic knowledge and early writing skills during their self-chosen play activities. This means that at times staff miss opportunities to extend children's emerging literacy skills on a daily basis.

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 talked with parents, children and all available staff, and management, and took account of their views.
- The inspector observed care routines throughout the nursery and tracked children in their play, across the four rooms and outside, to provide evidence of children's progress.
- The inspector sampled a range of documentation, including policies, procedures, children's records and planning.
- The inspector carried out a joint observation with the manager.

Inspector

Sue Bayliss

Full report

Information about the setting

The Co-operative Childcare Rose Hill 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 all year round except for public holidays, and offers flexible full day care from 7.30am to 6.30pm. 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 20 members of staff working with the children, of these, 13 hold appropriate childcare qualifications. The manager holds a level 4 qualification in childcare. The nursery has close links with the community, the local children's centre and local primary schools.

What the setting needs to do to improve further

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

- review the range of resources available for older and more able children to practise their phonics and early writing skills during self-initiated play, both in the inside and outside environment.

Inspection judgements

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

Children and families receive a friendly welcome in this nursery. Staff know children well and are responsive to their needs. Staff skilfully support each child to engage in activities at their own pace and developmental level. This means that children are motivated to learn and enjoy their time in the nursery.

Parents report on the high quality relationships that they have with nursery staff. Parents feel comfortable to share information about their child and know that their views are valued. Staff have good knowledge of how children learn. They use information shared by parents, together with their observations of children in the nursery, to accurately assess children's learning and development. Staff identify, and skilfully support, children's next steps for learning. They share these with parents on a daily basis, and during more formal parents' meetings. Children with special educational needs are identified early and staff support them well with careful assessment and plans for their next steps in learning.

Staff take account of both children's and parents' views to plan a broad range of stimulating activities that meet children's developmental needs and interests. For example staff in the birth to two year old rooms plan for children to make connections in their learning. They provide different sized balls; a variety of wheeled toys and sensory play with water so that younger children can explore the way objects move. Careful planning ensures that children gain the skills, confidence and understanding to move their learning forward. Staff closely match activities to children's stage of development and their interests. This means that all children have fun in their learning and make good progress relative to their starting points.

The nursery staff plan a balance between adult-directed activities, and the activities and experiences that children choose for themselves. Babies and Children across the nursery are encouraged to choose independently from a broad range of activities and equipment. This enables them to explore and achieve their individual goals and ideas. Very young children are supported to explore mark making as they use chalks and make marks in sand. Children in the pre-school room choose to build a pirate ship from large wooden blocks and planks. They build cooperatively sharing their plans together and measuring the size of the blocks, ensuring the pirate ship will be water tight and they will be successful in their voyage. Staff in the preschool room have introduced a short group time, as a result of their last inspection. This focused time gives older as well as the more able children opportunity to explore letter sounds and shapes with their key carers. Children are learning the early phonics skills they will need for reading and writing. However, staff do not always make the most of opportunities for some children to explore and practise their developing phonics knowledge and early writing skills within some activities in the pre-school room. For example, in the role play and large construction area sufficient resources are not always made available to enable older children to form letters as they play. In addition there are not always sufficient resources that enable children to use print in meaningful play situations, in both the inside and outside learning environment. This means that at times children do not have sufficient resources made available to them to allow them to continue practising and extending their emerging writing and phonic skills.

Skilful staff interactions ensure that children's mathematical development is well supported across the nursery. Staff use every opportunity to introduce numbers and shape during routines and activities. For example three year old children are prompted to attempt simple calculations as they work out how much equipment is needed for their activity. Staff are excellent role models as younger children, and babies, enthusiastically clap rhythms, sing number rhymes and count steps as they march around the room. Parents praise the nursery for the support they receive to understand how to help their children learn and develop at home.

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

Staff are skilful in building relationships with babies and children throughout the nursery. Strong settling in procedures support children to feel safe and secure in the nursery environment. There is an effective key person system in place. Families of children and

babies feel well-supported because key carers spend time getting to know the family and the child. They listen to parents so that they are clear about how to meet children's individual needs and promote equal opportunities. Parents report that their younger children settle quickly and form attachments, as both child and parents already have relationships with their key person.

Staff effectively safeguard children and support their well-being. Staff are vigilant in their supervision of children at all times, especially when they are moving between areas. Thorough risk assessments are completed and action is taken so that risks are minimised and children are kept safe. Staff support children sensitively to learn about boundaries and expectations. Children cooperate with adults as they negotiate turns on the scooters and outdoor play equipment. Older children help younger children leave safe gaps before pedalling their trikes across the outdoor space. Children are learning to take care of each other and demonstrate this in their play. For example, when children hug each other staff now stand nearby to make sure they do not topple. Staff encourage them to quickly stop and talk to them about shaking hands instead next time to prevent the possibility of knocking each other over. This helps children to learn other ways to show their appreciation of their friends without upsetting their balance. Children learn about their feelings and talk about what makes them happy. They are learning to recognise and value differences between each other. Staff read books to children and encourage them to ask questions. They are helping children explore family traditions and cultures across the world, and to learn about celebrations such as Chinese New Year.

Babies and Children are given plentiful opportunities to engage with the natural world. Outings into the community enhance children's understanding of living things and how to care for them. Children learn about recycling and have good opportunities to practise this across the nursery.

Staff encourage babies and children to be active learners who grow in confidence as they freely move to activities and independently choose resources to play with. Babies and Children make good or better progress with their physical skills as staff allow children to attempt things for themselves. For example staff model activities to children and join in with their play. Staff show children how to use scooters in the outdoors environment and more hesitant children are motivated to try for themselves and experience success. Staff involve children in decision making and allow them to assess safe risks for themselves. They talk to children about the importance of wearing shoes outside to protect their feet from sharp stones. Children listen attentively and make the decision for themselves to replace their shoes before going outside. Staff are knowledgeable about each child's level of development. They are skilful and accurately judge when to stand back and when a child needs support.

Staff are vigilant and support all children well as they learn to manage their own personal hygiene routines. Practice across the nursery has improved since the last inspection and there is consistency in how staff support babies and children with their personal care. As a result of staff's skilful support children's independence skills are well-developed across the nursery. Two-year-old children help set their table for lunch and independently serve themselves their meal from small dishes. Staff support children to be confident through the use of consistent praise, and by sensitive handling of small spillages as children learn

to do things for themselves. Children and babies' needs and preferences are taken into account as they explore new foods and eat from a wide and varied menu.

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

Children's welfare is protected because staff have a good understanding of safeguarding practice and procedures. Staff undertake training which ensures they are knowledgeable about their role and understand their responsibilities in protecting children from abuse and neglect. Management and senior staff undertake enhanced safeguarding training to enable them to review procedures in the nursery and ensure they are robust. The nursery premises are secure and signing in procedures are clear and adhered to throughout the nursery. This means that room leaders are aware of the numbers of adults to children in each room at all times, and the management ensure they fulfil their legal responsibilities to safeguard children and promote their learning and development.

Staff and management are vigilant as they support children to explore and learn. Furnishings and resources are clean and in good repair and staff support children to pick up dropped toys so that they don't become a hazard and cause children to trip or fall. Children are kept safe because the manager and staff carry out effective risk assessments to ensure that all areas of the nursery used by children are safe, secure and suitable. Robust recruitment and selection processes are in place, along with procedures for vetting and assessing the suitability of staff. New staff undertake a robust induction process and are inducted into the values and ethos of the nursery. This ensures consistency across the nursery and good support for children's personal, social and emotional development. New staff meet regularly with the manager so that policies and procedures can be discussed and the manager can be confident that they fully understand, and can carry out, their role in keeping children safe.

The manager works together with staff in the nursery to identify ways to improve the learning opportunities for children. The nursery seeks out, and acts on, advice from senior managers within the company, local authority advisers, and professionals from the children's centre. This interaction helps to improve outcomes for children. The management provides good access to training for staff and the manager ensures that this training impacts on staff's teaching and children's learning. This ensures that all children make good progress and children who have additional needs are identified early and well supported.

The management have a clear vision for quality improvement within the nursery. They obtain views from parents and staff and have good communication routes through which to do this. Managers together with the nursery provider have clearly identified plans for improving children's access to information technology across the nursery, refurbishing rooms, and making innovative improvements to the outdoor space. The management are committed to improving the children's experiences within the nursery and are excited about the impact that their plans will have on children's learning.

The manager has recently implemented a system to track and monitor children's progress across the nursery and used this successfully to identify children who need additional support to make progress. She has acted to obtain advice in order that these children's needs are accurately assessed and early support given to meet their needs. The manager has plans to further shape her monitoring systems over a period of time.

The nursery team work together to prepare children for their next phase in learning as they change rooms or move on to school. Children visit their new environment with their key person who provides emotional support to the child as they explore new activities and play with new friends. Teachers from neighbouring schools visit the nursery and meet with children's key carers to ensure they understand the needs of the children as they start school. Parents are encouraged to take part in their children's learning, as they share children's records with key carers and read stories to children at home making good use of books borrowed from the nurseries lending library. Nursery staff invite parents to attend themed meetings where parents can learn more about child development and how to support their child's learning at home. The whole staff team in this nursery work together to support children to develop confidence and positive attitudes to their future learning. The nursery team have recently been accredited by the Co-operative Group for demonstrating and embedding their core values in their everyday practice.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY277886
Local authority	Oxfordshire
Inspection number	948947
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	61
Number of children on roll	106
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	11/06/2013
Telephone number	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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