

# The Co-operative Childcare Cam

22 Woodfield Road, Cam, Dursley, Gloucestershire, GL11 6HE

<b>Inspection date</b>	16/12/2013
Previous inspection date	17/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children are happy and settle quickly into the warm, nurturing environment that staff provide. They enjoy the exciting range of activities that staff plan.
- Staff understand children's individual needs well and plan effectively for their future learning, helping them to make good progress overall from their starting points.
- The leadership and management of the nursery are strong. There is a clear focus on the nursery's continuous development to promote the best outcomes for children.
- Staff have strong links with parents and keep them well informed about children's progress and daily routines.

### It is not yet outstanding because

- While staff provide a good variety of learning experiences, on occasions opportunities for children to make independent choices during some activities are limited.
- Staff do not always make the most effective use of questioning to extend children's problem solving skills and challenge their thinking further.

## **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 toured all areas that children use, both indoors and outside.
- The inspector looked at a sample of children's learning records, policies, procedures and welfare records.
- The inspector had ongoing discussions at appropriate times with the managers, staff and children.
- The inspector spoke to parents to gather their views on the nursery's provision.
- The inspector undertook a joint observation of an indoor activity with the manager.

## **Inspector**

Sue Bennett

## Full report

### Information about the setting

The Co-operative Childcare Cam operates from five rooms within a detached building in Cam. There is an enclosed paved area for outdoor play. The nursery is close to local shops and a park. The nursery serves the local area. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 98 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. It also receives funding for two-, three- and four-year-old children. The nursery opens five days a week all year round from 7.30 am until 6.30 pm. There are 15 staff members, including the manager, who work directly with the children. The manager and deputy have early childcare degrees and all other staff have National Vocational Qualifications at level 2 or 3. The nursery also employs a cook and cleaner. The nursery has achieved the Bristol Standards Quality Accreditation award.

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

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

- increase the opportunities for children to make their own choices during planned activities, such as creative experiences, to support their independent learning further
- strengthen the use of questioning skills by staff as they engage with children to challenge children's thinking and understanding of language.

### Inspection judgements

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

Staff have a strong understanding of the early learning and development stages for young children. They regularly observe children as they play and use this information effectively to plan children's next stages in learning. For example, staff recognise that babies need to develop their muscle control skills to aid their independent movement, so they position exciting resources, such as shaking bottles, on surfaces. This encourages babies to pull themselves up to a standing position so that they can reach to explore. Older children show interest in alliteration and rhyme so staff plan opportunities to support this further, such as during story sessions. Specialist staff help children who need additional support in their learning by devising individual educational plans. For children who speak English as an additional language, staff make effective use of picture books and resources to develop their understanding. These strategies, alongside comprehensive assessment records, enable children to make good progress from their starting points. Staff are enthusiastic

and their effective interaction motivates children's learning well. Children receive good support for their communication and language development. Staff say 'stomp, stomp' to illustrate the noise dinosaurs make when they move, which children repeat in their play. Staff take babies to the window and point to the rain patterns, saying 'splish, splash' as they do so. Staff engage effectively and supportively with children as they play, talking to them about their experiences. While this interaction develops children's language understanding well, staff sometimes miss opportunities to challenge their learning further by using 'what, how, why?' questioning skills. Children of all ages are making good progress with their mathematical development. Older children can recognise and name shapes such as square and diamond, while younger children count confidently to three during snack time. The activities that staff plan enable children to explore and investigate. Babies happily press buttons on toys and laugh excitedly at the sounds they make. Older children experiment with mixing sand and water and moulding it together. They describe their creations as mountains and hills in dinosaur land. Younger children concentrate well during a baking activity, enjoying mixing and stirring the ingredients together. These activities help prepare children well for their next phases in learning.

Children enjoy their time in the outside area. Younger children have fun stamping in puddles and looking at the splash patterns. Older children develop their balancing skills effectively by walking on low level stilts and across stepping stones. Staff provide a good range of outdoor moveable toys and resources which support children's physical development well. Babies and younger children enjoy their daily physical sessions in the soft play room. Staff provide good experiences to develop children's creativity. Babies have good opportunities to develop their early writing skills through activities with chalks and crayons. Older children enjoy spreading their own glue; they manoeuvre scissors carefully and persevere well with cutting skills. However, on occasions the activities lack opportunity for children to make independent choices, such as choosing their own materials when making snowflake designs.

Staff have strong links with parents and carers. The nursery's open door policy means that staff and parents talk on a daily basis about children's learning and development needs. Babies and younger children have communication booklets, which ensure that parents receive good information about their child's nursery day. Staff meet regularly, and more formally on occasions, with parents to discuss progress and future learning, including meetings to discuss progress checks for children age two. Staff encourage all parents to contribute towards children's developmental records by sharing children's home achievements. This effectively supports children's learning further. Good induction systems, such as taster sessions, help new children to settle smoothly into the nursery's routines.

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

Staff greet children warmly when they arrive in the mornings and children are happy to see them. Each child has a key person who knows and understands his or her individual needs well. For example, key staff talk to children about their favourite breakfast cereals and quickly involve them in routines, such as helping to organise cups. This helps those

who find parting from parents difficult particularly well. Babies and the younger children enjoy looking at family tree booklets containing photographs of family members. This helps them to feel safe and secure. Children of all ages have strong bonds with the staff who care for them. Babies happily approach staff for a cuddle of reassurance when they need it and older children ask for help with putting on coats and boots for outdoor play. Children confidently talk to staff as they play, sharing their thoughts and ideas.

Children's safety has a high priority in the nursery. Staff develop children's awareness of danger by explaining the importance of holding on to hand rails when climbing the stairs to prevent a fall. In the baby room finger guards help prevent injuries; all external doors and areas that children do not have access to are secure. Children know that they must sit carefully on chairs and take care when using scissors and tools in case they hurt their friends. Staff are good role models who work well together as a team. They encourage children to support one another and be helpful, which effectively nurtures children's sense of well-being.

Staff support children's personal development well. They make effective use of positive praise, such as 'well done', to celebrate children's achievements. Children are proud when they receive certificates to celebrate their successes. These strategies provide good support for children's self-esteem. Children learn to interact positively with their friends because staff provide good behavioural management guidance. For example, staff know that some children find it difficult share, so they plan games and activities which encourage them to take turns. In the outdoor area younger children work cooperatively together on the rocking see-saw, while older children help friends to find favourite toys in the shed. Children have good opportunities to explore their surroundings, both indoors and outside. For example, babies enjoy moving freely between both rooms that they use and children in other age groups happily mix together across all downstairs areas. Children enjoy using their imagination during drama activities, pretending that they are going on a magical journey to the North Pole. Babies babble as they pretend to use toy phones, which supportively builds on their home experiences. These skills help to develop children's confidence and independence, preparing them effectively for their future learning experiences.

Children's understanding of healthy lifestyles are developing well. Lunch time meals are nutritious and freshly cooked. The nursery cook caters individually for children's specific dietary needs. At lunch time, staff explain the importance of eating fruit and eating vegetables to be healthy. Children know that strong muscles help them to run fast. Staff are vigilant about good hygiene practices, such as during nappy changing routines. They support children's understanding of self-care well by reminding them to wash hands before eating and after toileting. Children, including babies, have good daily access to fresh air and exercise in the safe outdoor area. Additionally, the soft play room provides good physical opportunities, particularly on days when the weather is unsuitable for outdoor play.

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

The leadership and management have a strong understanding of their safeguarding responsibilities and ensuring children's welfare. For example, the emergency evacuation procedures have recently been reviewed to ensure that children's safety is a priority focus. Contingency plans demonstrate high regard for children's needs and continuing well-being. Risk assessment processes are thorough, including the daily checks that staff undertake before children enter the nursery. The manager and owner company promptly address any issues or concerns. The manager has a clear understanding about notifying Ofsted of any changes or significant events within the specified period of time. Staffing ratios are good and children are supervised very well at all times. These processes help to ensure that nursery is a safe, welcoming and stimulating environment for children to enjoy.

The manager and her deputy are the designated persons for safeguarding and have undertaken appropriate training for their roles. They are conscientious in ensuring that all staff receive regular update training. During discussions, staff confidently explain the procedures to take if they have concerns about children in their care. Rigorous recruitment and vetting checks are in place for all new staff to ensure that they have suitable qualifications and experience to work with young children. Additionally, all staff receive good levels of induction training when they begin work at the nursery. A comprehensive range of policies and documents alongside meticulous records for accidents, children's attendance and any incidents or concerns further support children's welfare. Staff always ensure that they inform parents about any incidents that may occur during their child's time in the nursery.

The manager has effective systems in place to monitor learning and development programmes. She regularly scrutinises assessment and planning documentation to ensure equality of opportunity for all children. Additionally, the manager observes staff as they interact with the children and meets with them individually to discuss their practice. Staff have good opportunities for further professional development. Appraisal systems are thorough and effectively help to identify their future training needs. These processes promote the nursery's good quality provision well and help to enable the best outcomes for children.

The leadership and management have a strong focus for the nursery's continuous improvement. Self evaluation processes are thorough and help to identify the provision's strengths and weaknesses. Staff, parents and children have good opportunities to contribute to these through meeting and questionnaire surveys. Additionally parents can contribute their thoughts by means of a suggestion box in the nursery foyer. Development planning illustrates the challenging targets set for future improvement, such as improvement to the outdoor area and nursery messy room to provide a greater breadth or learning experiences. Recommendations from the previous inspection relating to cultural learning experiences have been successfully addressed. Senior managers from the owner company visit the nursery regularly and provide additional support and guidance. This helps senior managers to effectively fulfil their roles.

The nursery has good links with external specialists, such as speech and language therapists, to support children's emerging needs if necessary. Parents also have good

opportunities to be involved in these processes. The effective links with local primary schools and other providers that children attend ensures continuing support for children's learning and development. For example, staff use communication books for children that attend other settings to ensure consistency of care. Before children move to school staff meet to discuss children's needs. These good quality relationships enable the smooth transfer for children as they move between their educational phases. During discussions, parents comment on the highly caring attitudes of staff and their approachability. They stress that children's safety and well-being have a high priority and that they are very well informed about any changes to routines or procedures. Parents feel that the nursery gives children the best possible start to their future learning.

### **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

<b>Unique reference number</b>	EY281245
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	944407
<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>	48
<b>Number of children on roll</b>	98
<b>Name of provider</b>	The Midcounties Co-Operative Limited
<b>Date of previous inspection</b>	17/02/2009
<b>Telephone number</b>	01453 544111

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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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