

# The Co-operative Childcare New Addington

Castle Hill Primary School, Dunley Drive, New Addington, CROYDON, CRO 0RJ

<b>Inspection date</b>	12/02/2014
Previous inspection date	27/06/2013

<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

- Leadership and management of the nursery is a particular strength. An enthusiastic team and manager are committed to continuous development of practice to benefit all children.
- Children are safeguarded well due to robust recruitment, vetting procedures and thorough induction period which means that staff recognise their responsibilities in protecting children and know how to take appropriate action.
- There is a strong bond with staff and children showing that the key person system is very effective in supporting children to settle and helping them to become confident learners.
- The nursery environment is extremely well organised. Children play in clean, bright spacious rooms and they all have direct access to outside play areas.

### It is not yet outstanding because

- Although partnership with parents is strong overall, systems to enable all parents to contribute to their children's assessments, are not yet secure.
- There are fewer opportunities for children to learn about managing their own safety outside, or make better use of the growing area during the winter months.

## 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 observed activities in all playrooms and children's outside play areas.
- The inspector reviewed a range of documentation including children's learning records and staff planning of activities that link with children's interests.
- The inspector talked to the children and staff and also held meetings with the manager during the inspection.
- The inspector and the manager did a joint observation of an activity.
- The inspector asked some parents for their views of the nursery.

## Inspector

Gillian Cubitt

## Full report

### Information about the setting

The Co-operative Childcare New Addington registered in 2005. It is a privately owned setting being part of a large chain of nurseries owned by The Midcounties Co-operative. It is located in the grounds of Castle Hill Primary School in New Addington, in the London Borough of Croydon. The nursery is purpose-built and consists of three main playrooms with separate children's toilets and nappy changing areas. All rooms have direct access to outside play space. The nursery also has kitchens, office and staff rooms.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7:30am until 6:30pm throughout the year, only closing for bank holidays and staff training days. There are 84 children on roll aged three months to five years.

The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications, from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- build upon the existing good relationship with parents by enabling them to contribute to their children's learning in a variety of ways, enabling all parents to fully participate in extending children's learning at home.
  
- enhance children's learning by developing projects for the outside play areas such as raising children's awareness of safety or activities to increase their knowledge of plant life throughout the seasons.

### Inspection judgements

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

Staff organise the children's rooms well and plan activities to stimulate children's curiosity and interest. Staff use their knowledge of children's development and ensure that they experience a wide diversity of activities encompassing the early learning goals. Staff note the resources that children prefer and develop children's individual learning effectively by adapting activities to their level of need and understanding. From staff's weekly review meetings they follow through with very effective individual planning that focus on children's next steps and fully support children to make good progress.

Staff encourage children's love of books from the earliest age. Babies and toddlers sit on soft carpets or the laps of staff and enjoy a cuddle whilst looking at pictures in brightly coloured board and cloth books. Staff listen and respond to babies' delightful babbling sounds, which helps their early communication. Older children become very excited when staff read 'monster' stories. Staff bring the story to life with intonation and excellent expression. Children are mesmerised in anticipation as to what happens next. They excitedly turn the pages and play out the actions. This enthusiasm continues because children show initiative to recreate the story on their own with their friends. They develop their creativity and expressions by imitating the actions of staff and pretend to be the monster. The story extends to their outside play and staff encourage children in their physical skills. Staff also provide activities for children who enjoy quieter activities such as talking about Valentines Day and designing their individual cards by mixing paints, glitter and other materials. Children take pride in putting their names on their work and talking about the special persons in their lives. This helps children's communication as well as their personal and social skills, being able to think kindly towards others. Older children also have the opportunity to become helpers, and they enjoy taking responsibility. Children enjoy helping to care for the guinea pigs and feeding the fish, which helps them learn about their world where animals that includes the wellbeing of animals.

All babies show contentment and thrive because they know their key person will give them cuddles when they are tired but also anticipates their development needs extremely well. For example, babies just beginning to toddle point to their coats for assistance showing they want to go outside. Staff help them with their coats and babies laugh with glee as they begin to run with their walkers. When staff suggest they return to the warm room for drinks and snacks, they willingly agree, feeling refreshed after their impromptu outside exercise.

Parents receive regular updates of their children's progress, both with daily verbal reports and regular written assessments. Some parents also attend parents' evenings and staff provide them with on-going 'wow' moments of their children's achievements. Parents are very positive and staff eagerly keep them informed about events, developments and projects through emails and newsletters. Parents comment on how well their children are progressing, however, not all parents contribute to their children's assessments to ensure the continuity of home and nursery learning.

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

Children are excited and keen to come to nursery. This is because they know they will be with their friends and staff who relate to them very well. The strong key person system is a particular strength because staff take personal responsibility for children's wellbeing. Staff know the children very well and establish a mutual trusting relationship with parents. This shows as children happily leave their parents on arrival. Staff aid children's settling in by showing sensitivity to their needs and noting their favourite games and activities. For example, a child loves to pretend to be a builder; staff provide builder's trays full of sand and large rubber bricks as well as hard hats and overalls. All children become interested

and new children feel included and 'at home' because they are keen to participate. This enables parents to leave with the confidence that their children are happy and benefitting from being at nursery. Staff use positive behaviour management strategies and children behave well, learning to take turns and play co-operatively together. The manager and her staff team are very good role models and show how their actions and high level of care have a positive affect on how children behave.

Children play in a very safe environment that staff check each day. Staff also have good systems to carry out risk assessments when they go on short excursions. Children enjoy being outside and benefit from using bikes and other equipment in their play areas. Although staff remind children to act in a safe way, they do not actively plan projects or activities that consistently challenge children's physical skills and promote their understanding of risk.

Children are very healthy. They benefit from having the services of a dedicated chef who is also a qualified in early years. She understands children's food preferences and applies this well while accommodating their individual dietary needs. Children have areas outside to grow plants and vegetables, which happens during the warm weather. However, during the winter months, this area lays dormant and unkempt. Staff do not fully use this opportunity to increase children's knowledge of plant growth and food production throughout the seasons to contribute to their healthy eating programme. Children's toilets and washing facilities enable them to become very able in addressing their personal hygiene needs. The actions of staff, together with the purpose-built environment, help to promote children's independence and confidence. Consequently, children are very ready for the expectations of teachers when they go to school.

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

The provider demonstrates a good understanding of their responsibility to meet the Statutory Requirements of the Early Years Foundation Stage. The management of the nursery implement their safeguarding procedures effectively and notify Ofsted and other relevant agencies of any significant incident or concerns. All staff understand the procedures to follow if they have a concern about a child in their care. The nursery has the support of a very effective group management team as well as a new manager who is empathetic, showing how she values the varying individual skills of her staff team. Consequently, all aspects of safeguarding practice in the nursery are very secure. This includes robust recruitment, vetting of all staff and a long induction, which the manager closely monitors. This results in well-trained and knowledgeable staff and contributes to positive outcomes and experiences for all children. Staff feel valued and the manager ensures staff deployment means that there is always a good level of support in all rooms so staff have the security of knowing there is cover in the event of emergencies.

The manager oversees the nursery's methods for ensuring children make good progress in their learning and development. Through observation and supervision, the manager monitors staff's systems of assessing children's achievements for accuracy. Staff organise

meetings to ensure weekly planning is interesting and correctly identifies children's interests and appropriate challenges. On-going training is a feature at this nursery. There is in-house compulsory training for all staff as well as specific identified training that arises through staff promotion or a perceived requirement. For example, managers recently reviewed their policy in managing children's behaviour and initiated further training for staff in this area to consolidate their good practice. Staff now have a wider range of strategies to promote children's positive behaviour. As a result, children at the nursery behave well.

This level of review shows that the self-evaluation of the nursery by the management team is very good. Staff also contribute by making comments on the staff notice board, which managers include in their action plan for improvement. They address previous actions with vigour and refer to their internal quality control systems. These enable the views of parents and other outside agencies to provide views and ideas for improvements. This has resulted in a high degree of success in raising the provision of care and learning in the nursery.

Partnerships with parents are good. Staff chat openly with parents as they share information and make time to ensure they have the opportunity to discuss any needs. Parents have access to a range of childcare information from posters, books and newsletters that are available in reception. All parents consider the nursery is of high quality with very approachable manager and staff. They say they feel fortunate that their children have benefitted greatly by attending. The secure partnerships with outside professionals and agencies enable children with identified special educational needs or disabilities to receive the correct level of support. This means that all children are included in the activities of the nursery and make good progress in their learning and development.

### 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>	EY302223
<b>Local authority</b>	Croydon
<b>Inspection number</b>	946032
<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>	60
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Buffer Bear Limited
<b>Date of previous inspection</b>	27/06/2013
<b>Telephone number</b>	01689 809 793

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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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