

The Co-operative Childcare Kidderminster

Coventry Street, KIDDERMINSTER, Worcestershire, DY10 2BP

Inspection date	21/01/2014
Previous inspection date	15/05/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children form secure emotional attachments with staff. As a result, they are happy and content. They make steady progress because staff have a sound understanding that children learn through play.
- Children are safeguarded because staff demonstrate a sound knowledge and understanding of their roles and responsibilities for child protection.

It is not yet good because

- Assessment of children's learning and development is not used with full effect by staff to plan for next steps in learning and ensure that all children make best progress.
- Staff do not consider the balance between adult-led and child-initiated activities when planning purposeful play. Consequently, they miss some opportunities to fully promote children's learning. In addition, children do not always benefit from quality, focused support because they do not spend enough time with their key person.
- Strategies for managing children's behaviour are not consistent. As a result, there are occasional lapses when some staff do not remind children of or make clear their expectations of behaviour.
- Children are supervised appropriately, however, risk assessments do not ensure all aspects of the environment are fully covered.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities as children played in the indoor and outdoor play environments.
- The inspector reviewed a sample of paperwork including children's learning records, planning documents, policies and staff information.
- The inspector talked to children and staff and also held meetings and carried out a joint observation with the manager.
- The inspector took account of parents' views during the inspection.

Inspector

Tina Smith

Full report

Information about the setting

The Co-operative Childcare Kidderminster registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from purpose-built premises known as the Edward Parry Centre in Kidderminster. It is one of a national day nursery chain owned by The Midcounties Co-Operative Limited. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including two with degrees. It opens Monday to Friday from 7.30am to 6.30pm all year round, with the exception of Bank Holidays. There are currently 82 children on roll who are in the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information gained from observations and assessments of children's learning to identify and plan for the next steps in learning for each child, so that they make as much progress as they can
- plan a more effective balance of adult-led and child-initiated activities so that children benefit from a combination of experiences that include those led by knowledgeable adults and learning from their own play ideas
- review and improve the nursery's risk assessments to ensure all aspects of the environment are covered, with specific regard to windows.

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

- consider ways to enable key-persons to spend time with their key children and key groups, for example, by allocating a specific time and area where focused support can take place
- review the strategies used for managing children's behaviour so that they are consistent and embedded into all staff's practice.

Inspection judgements

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

Staff demonstrate a sound awareness of the learning and development requirements within the Statutory framework for the Early Years Foundation Stage and children make steady progress in their learning and development. Staff take note of children's interests and play is planned around these. For example, cars and building blocks are out ready for use. Children's starting points are assessed on entry. For example, on induction, parents are invited to share information about their child's development, care needs and routines. As a result, staff are aware of what children can already do and can therefore monitor how they progress. Staff regularly observe and assess where children are in their learning and development. However, these observations and assessments are not consistently rigorous enough. This means that the next steps in children's learning are not consistently identified, to better promote their good progress through consistent levels of challenge. In addition, staff do not always consider the balance between adult-led and child-initiated activities when planning purposeful play. Consequently, children do not benefit from a combination of experiences that include those led by knowledgeable adults and learning from their own play ideas. Each child has a folder which contains staff's observations along with photographs and pieces of children's work. These are shared with parents at parents' evenings. Consequently, parents are kept informed about their children's progress. The nursery is completing the required progress check at age two for each child, and parents are asked to contribute to this.

Children enjoy their time at the nursery and quickly become involved in their play. They freely choose toys and resources that reflect their current interest. For example, very young children practise their walking skills using soft toys to push along, which supports their balance. Young children express their creativity as they paint their hands and then use them to make prints on the paper. Older children use their imagination as they make dens from large cardboard boxes. Staff support this activity by providing materials so that they can have two dens. Children learn self-care skills as they carefully feed and change the babies. Children are gaining confidence in using numbers in their play. They count how blocks are needed to make the biggest tower. Staff support their understanding of mathematical language by asking 'Is your tower bigger than mine?'. Children enjoy learning about space and measure as they excitedly fill and empty different sized containers with sand. Staff promote their language skills by talking about rough and smooth. Children have access to tools for mark making, which helps to develop their early writing skills. All children have opportunities to use their senses to explore and investigate a range of textures and materials, such as shredded paper, shaving foam and gloop. All rooms have a cosy book corner where children can access a selection of books. Children's self-esteem and confidence are promoted because staff interact warmly with them, offering praise and encouragement, skills which are needed in readiness for school. Babies are cared for in their own room, which is well resourced, warm and welcoming. Therefore, they are able to play safely and sleep peacefully. Staff are caring and kind, giving them lots of cuddles and reassurance. These reactions raise the babies' confidence and contribute to their overall well-being. Babies enjoy investigating treasure baskets to include natural resources, cardboard tubes and textured materials. They make noise using

wooden rattles before carefully looking to see what is making the noise. Babies play 'peek-a-boo' using shiny paper to hide behind. Staff interact warmly with them and the babies giggle with delight as the member of staff says 'boo'.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff recognise children's individual learning needs and support them to join in activities at their own pace. Children enjoy exercise and fresh air because they have free-flow access to the outdoor area. They explore a wide range of interesting resources. For example, they use tubes and pipes attached to shower head. They independently access water from the outdoor tap to fill and empty them. They also enjoy making mud pies in the mud kitchen. They are developing an understanding of the natural world as they grow plants in the garden and enjoy looking for bugs in their forest school section of the garden.

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

Key aspects of children's well-being are sound. They are forming attachments with staff and are happy and settled because there is a suitable key person system in place. Babies have a key person and a buddy so that if their key person is away they have a familiar person to take care of them. As a result, they receive continuity of care. Older children also have key persons with whom they have formed attachments. However, children do not always benefit fully from their support because they do not spend enough quality focused time with them. Staff seek information from parents about their children's needs and interests on induction, and use this to plan play and resources around these interests. In addition, children have taster sessions and parents are invited to stay and play. This promotes children's sense of security and emotional well-being as they make the transition between home and the nursery. Prior to a child moving rooms they are invited to visit with their key person so that they become familiar with their new surroundings and staff. Their learning records move with them so that staff are aware of their stage of learning and development. Children are adequately prepared for the next stage in their learning because staff give consideration to preparing them for school. Children are encouraged to be independent and to share. Transition records are completed and reception teachers are invited from local schools to visit the children at nursery so they can see them in their own environment and discuss with staff their individual needs. These visits help to make the transition between nursery and school a happy and positive experience.

The environment is well resourced, warm and welcoming. Toys and resources are of a good quality, age appropriate and stored at child height, which means they are easily accessible to children. Therefore, they are able to make free choices about their play. Children's health is promoted because the nursery follows appropriate hygiene procedures and practices which meet the children's physical, nutritional and healthcare needs. The babies have a comfortable room where they can sleep and staff are aware of their preferences. Each child has a display sheet giving information on sleep routines, such as 'I like my tummy rubbed when I'm going to sleep'. As a result, their well-being is promoted effectively. Children are learning about healthy eating. They enjoy home-cooked, nutritious meals and snacks prepared by the on-site cook. She ensures the children have fresh fruit and vegetables every day. Children learn self-care skills as they are encouraged

to be independent and to complete tasks for themselves. For example, at lunchtime, some children are encouraged to serve their own food and pour their own drinks. Children learn about the importance of exercise as they have regular opportunities to play in a well-resourced outdoor environment. The babies enjoy crawling and walking in a secure courtyard garden where they explore sensory items.

Children's behaviour is satisfactory because the strategies used for managing this are not consistent or fully embedded into practice and, as a result, children do not have clear expectations of what is acceptable behaviour. Children are beginning to learn how to keep them safe. For example, they are reminded how to hold the scissors and that they must not run when holding them.

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

This inspection was brought forward following concerns being raised about the provider's ability to safeguard the children in the nursery. The inspection found that although the provider has risk assessments in place, they are not regularly reviewed and do not include all aspects of the environment. This is a breach in the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage and also of the requirements of the Childcare Register. Nevertheless, the management and staff have a generally good knowledge of child protection procedures and know what to do if they have concerns about the children in their care. Children are supervised appropriately and staff carry out visual checks on a daily basis to make sure the environment is safe for the children who attend. In addition, staff hold paediatric first aid certificates so they have an up-to date knowledge to act appropriately should children have an accident or become ill. All the required policies are in place. Recruitment procedures ensure that everyone in the nursery is suitable to care for children, and comprehensive induction is carried out with all new practitioners before they start work. Consequently, they understand their roles and responsibilities as they start working with the children. The manager carries out regular supervisions on staff as well as more formal appraisals, and these are used to assess staff's ongoing suitability as well as to identify any areas for improvement. For example, room leaders are attending leadership training.

The manager and staff have a suitable understanding of the learning and development requirements. They plan play around the children's interests and join in with their play, offering support and encouragement. Therefore, children are making satisfactory progress in their learning and development. The manager understands the need to monitor the educational programme and the quality of teaching. However, the manager does not effectively monitor the balance of adult-led and child-initiated activities along with the planning and assessment of the children, with particular regard to ensuring that the next steps in children's learning are suitably challenging, so that they make better than satisfactory progress.

Partnerships with parents are generally good and staff have established relationships with most parents to make sure there is a two-way flow of information to support children's needs. Young children receive daily diary sheets and older children's parents receive

feedback through daily conversations with staff. Parents speak highly of the nursery, saying 'the staff are fantastic and nothing is too much trouble for them'. Staff have made links with other settings that children attend and share information about their care and learning, which means there is a joint approach to meeting their needs. The nursery have a 'parent forum' who meet regularly with management to move the nursery forward. Staff are asked to contribute their ideas for improvement through regular staff meetings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment, at least once in each calendar year, and immediately where the need arises (compulsory part of the Childcare Register)

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	EY454882
Local authority	Worcestershire
Inspection number	951158
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	117
Number of children on roll	82
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	15/05/2013
Telephone number	01926516039

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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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