

The Co-operative Childcare The Body Shop Day Nursery

Watersmead Business Park, Littlehampton, BN17 6LS

Inspection date

Previous inspection date

15/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Provision for literacy development is good, activities and resources effectively encourage children's enthusiasm for books, reading and text.
- Staff support children to develop their physical skills well. Children enjoy developing their skills indoors and outdoors.
- Staff have a good understanding of the learning needs of the older children and support them to make progress as expected.

It is not yet good because

- The provider has not ensured that at least half of staff working directly with babies have had appropriate training. This means that some babies do not settle well into activities as staff do not always support them appropriately.
- Staff have not fully developed resources to support children who are learning English as their additional language as well as possible.
- Staff have not fully extended ways in which parents can help consolidate the learning of children who learn English as an additional language at home.

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 the play rooms and outside area.
- The inspector took into account the views of children.
- The inspector took into account the views of parents.
- The inspector held meetings with the manager.
- The inspector carried out a joint observation with the manager.

Inspector

Rachel Southern

Full report

Information about the setting

The Co-operative Childcare The Body Shop Day Nursery registered on the Early Years Register and both parts of the Childcare Register in 2013. It is managed by The Midcounties Co-Operative Limited, which runs a large number of childcare settings nationally. It operates from a large building in the grounds of The Body Shop with at least four playrooms available for children. There is also a large secure garden. The nursery is open to the employees of the Body Shop and the local community. It is open from 7.45am to 6pm, Monday to Friday, all year round. Children can attend from birth to four years of age. The nursery receives funding for free early education for children aged three and four. The setting employ 30 staff, of whom 18 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure at least half of all staff have received training that specifically addresses the care of babies
- ensure systems to supervise and monitor staff are effective and provide support, coaching and training for the practitioner and promote the interests of children, with particular regard to babies.

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

- develop further resources which fully support the learning of children who learn English as an additional language
- further develop the key person system to fully engage parents in their child's learning at home.

Inspection judgements

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

Educational programmes generally cover the seven areas of learning and support children's development in the prime areas, but some aspects of learning in the baby room are less well planned for. Children generally enjoy their time at the setting and are suitably occupied, although on occasion activities in the baby room are mundane. Most staff have a good understanding how to promote the learning and development of young children.

However, the provider has not ensured that at least half of staff working with babies have received appropriate training. This means that the quality of teaching in the baby room is variable which means that not all babies make good progress. For example, staff do not always pick babies up and cuddle them at appropriate times, to support their personal, social and emotional development.

Staff routinely make appropriate assessments of older children. Most staff consistently use the information to monitor children's learning and development and plan activities that challenge them. However, some staff in the baby room do not monitor the progress of babies thoroughly. As a result, some babies do not develop their social and emotional skills consistently.

Nearly all children are working within the typical range of development expected for their age. For example, staff use progress checks for two year old children to assess and plan for children's learning, this helps them to demonstrate any gaps in learning are closing adequately. The provision for communication and language is appropriate. Children develop their language skills soundly. For example, staff encourage children to link objects and the sounds they make, as children say 'brum brum' as they move cars up and down. This is a sound example of staff progressing children's basic language skills. Staff provide particularly well for children's literacy, especially for older children. Staff provide resources so that children can spontaneously write their names. Children enthusiastically show their written letters. Children can talk about letters, writing and words with great enthusiasm. Some children spend considerable time writing and drawing, completing pictures in great detail with words. Key persons support children well, asking appropriate questions such as 'who is this for? Can you write their name?' This demonstrates how staff promote children's learning, especially the older children. Assessment files for older children highlight some children's swiftly developing literacy, language and communication skills. Parents contribute to these and note their children's interests, for example drawing. Older children's key persons are clearly aware of these children's interests in drawing and writing and provide resources for them to explore this area of development. As a result, some children's literacy skills are developing at a fast rate.

Most staff take into account any special educational needs children may have. However, resources for those children learning English as an additional language are developing. This means that these children do not consistently see resources that reflect their home language around them. This means that they do not always develop their skills in spoken English from the secure foundation of their home language. In the main, children have the basic skills they need for school or their next stage of learning.

Parents are welcomed into the setting and encouraged to provide information about their children's starting points on entry. Staff share information about children's progress but strategies to engage parents to share information and promote learning at home are not always successful. For example, staff do not encourage parents to provide words and phrases in their home language to support children. As a result, some families are not fully engaged or represented in the setting.

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

Each child has a key person which helps most to form secure attachments with those working with them. Older children know their key person well. Good relationships between parents and the child's key person have helped them to feel secure. However, sometimes children's care in the baby room is not fully tailored to their needs. For example, new staff are not trained in caring for babies and are not confident to comfort babies well. As a result, some babies do not form good attachments with their key person.

Staff generally support children to play and learn together. For example, staff remind children of rules for playing such as taking turns and joining in during story time. Staff use positive language, reminding children only when necessary. As a result, older children behave appropriately for their age and develop skills for independence.

All staff can demonstrate they understand how to safeguard children. Working practices and procedures help to protect and support children. These are displayed throughout the setting. Older children are developing a sense of personal safety and skills to manage their own personal needs relative to their ages. For example, during play activities outside children are aware of risks such as slippery surfaces and appropriate areas for playing. As a result, their skills for independence are developing soundly.

The environment is sufficiently welcoming for children and families. However, not all staff in the baby room make the best use of resources and space to provide good quality learning experiences for all babies and keep them motivated and engaged. Most older children are emotionally prepared for the next stage in their learning because staff support their transition within the setting, to other settings or school. Consequently, older children are relaxed and happy within their environment, while some babies are occasionally unsettled.

The provision for children's physical development is strong. Older children play outside in the rain, suitably dressed and they enjoy circle time and group games in the grass. Children are able to run and jump, playing ball games and group play. Children go outside to play on tricycles, bikes, and run up and down the grassed hill. Staff shout instructions and children laugh while racing around. This helps children to develop their physical skills well. In the baby room all the furniture and play equipment is at an appropriate height for babies who are starting to learn to walk. As a result some babies move themselves around holding on to tables and furniture as they practise walking.

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

There are systems in place to monitor the delivery of the educational programmes for all children. However, there are some inconsistencies in practice across the nursery. For example, room leaders work well in most rooms in the nursery but do not always have effective communication with managers. This means that weaknesses in practice in the baby room have not been fully tackled. As a result, not all babies are well settled, unlike

other children in the nursery. Arrangements for performance management are in place and the majority of staff have access to a good level of regular training. This helps to enhance practice in the older children's rooms. However training does not focus well on improving the quality of teaching, particularly in the baby room. The provider is required to take action to address this weakness in the monitoring of staff performance.

The safeguarding and welfare, and learning and development requirements are understood by leaders and managers. However, the provider has not ensured that at least half of staff working with babies have received appropriate training. This is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage. However, this does not have a significant impact on the safety and well-being of children. Leaders and managers know what they have to do to put this right.

Recruitment and vetting procedures are thorough and comply with statutory requirements. Training and supervision systems for staff have a clear focus on safeguarding and child protection. For example, all staff have completed in-house e-training in child protection so that they understand how to take action if they have a concern. Safeguarding procedures are displayed in each room so that staff can reference them easily. Policies and procedures are implemented by all those involved in the setting. For example, visitors are required to sign and date the visitors book on entering and leaving the premises. Any persons working on the premises are vetted before they arrive. As a result, staff focus on keeping children safe and minimise risks to children.

Managers aspire to improve. Actions to overcome weaknesses and improve provision are generally successful and are adequately focused on improving children's achievements. For example, the manager has reviewed some feedback from parents. Strategies for monitoring improvements in learning provision, such as regular questionnaires for parents, are appropriate. As a consequence, weaknesses are being overcome and the setting is well placed to improve. Self-evaluation provides a suitable overview of the provision's strengths and weaknesses. Partnerships with parents are encouraged by the setting and make a sound contribution to supporting children's well-being, although sharing of information about their learning is variable. For example, parents' comments reflect their positive developing relationships. However, they note the lack of information about their child's learning. As a result, partnerships with parents are not always fully effective, especially when children learn English as an additional language.

Partnerships with external agencies and other providers are in place. Collaborations identify and meet children's needs so that most children who need it receive appropriate interventions and support. For example, staff have a good level of communication with outside agencies such as physiotherapists. As a result, children's individual needs are met and they are supported appropriately.

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	EY466159
Local authority	West Sussex
Inspection number	925876
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 4
Total number of places	106
Number of children on roll	136
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	not applicable
Telephone number	01903 73184

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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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