

The Co-operative Childcare Watford South Oxhey

1- 3 Altham Gardens, South Oxhey, WATFORD, WD19 6HJ

Inspection date	20/02/2014
Previous inspection date	31/10/2013

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

- Children make good progress in their learning because activities are linked to their interests and teaching is effective. Parents receive frequent communication about their children's care so that they are well informed about their progress.
- There is a secure key person system and transitions are well managed. As a result, children continue to be settled and secure.
- There is a strong senior staff team in place. They ensure staff are clear about their roles and responsibilities. Strong procedures are followed to ensure all those working with children are safe to do so.

It is not yet outstanding because

- There is room to extend the use of soft furnishings and materials in the toddler room so there are more reassuring and quieter spaces where children can relax, explore and extend their communication and language skills.
- Visual aids are not consistently used with children so that younger children and those who speak English as an additional language are able to always express their preferences and make decisions about routines and activities.

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 spoke to children and engaged in their play, and spoke to staff and parents. She observed activities in all rooms and the outside area.
- The inspector sampled children's assessment records and planning documentation, and discussed how these are used to benefit the children.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed how the policies are implemented.
- The inspector carried out a joint observation in the toddler room with the manager.

Inspector

Maura Pigram

Full report

Information about the setting

The Co-operative Childcare Watford South Oxhey was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in South Oxhey, Hertfordshire, and is managed by the Co-operative Childcare Company. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. One member of staff holds Qualified Teacher Status. The nursery also employs eight regular bank staff. Of these, five hold level 3 qualifications. The nursery also employs a cook and a cleaner.

The nursery opens Monday to Friday all year round, apart from Bank Holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 85 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the use of soft furnishings and materials in the toddler room so that there are reassuring and quieter spaces for all children to further enhance their good levels of active learning, such as communication, language and listening skills

- extend the use of timelines, pictures and photographs showing familiar events, objects and activities so that younger children and those with English as an additional language can be further supported and express their preferences, thoughts and feelings about the activities and their play opportunities.

Inspection judgements

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

Children are making good progress in their learning and development. Staff are mostly well qualified and use effective teaching strategies to help children learn and develop, such as open-ended questions. Activities are based on children's interests, such as imaginative play and construction. As a result, children are busy and engaged in play that supports their learning and development. Staff listen carefully to children, take an interest in what they say and do and support them well in activities. For example, outdoors

toddlers express an interest in drawing and are supplied with pencils, paper and notebooks. Overall, children demonstrate that they are confident and active learners. Older children are busy and they enjoy recreating popular stories, both indoors and outdoors. They have lots of fun as they engage in their imaginative play. Their language skills are well supported as staff ask open-ended questions to help extend their thoughts and ideas. Children demonstrate that they are developing good skills to aid their readiness for school. For example, they cooperate well together during their play and routines. They problem solve as they play and discuss the roles that they will play. In addition, staff encourage toddlers and pre-school children to recognise their names in preparation for the next stage in their learning.

The use of board games and counting during their play promotes children's understanding of numeracy. Children of all ages love books and they readily share these with their friends, both indoors and outdoors. During story sessions, older children are encouraged to predict what they think might happen next. This contributes to building their confidence when speaking in larger groups and helps towards the next stage in their learning. Children who speak English as an additional language are supported by staff obtaining key words from parents on entry. These are referred to during the day and some staff are able to speak different languages spoken at home. This contributes to children making connections in their learning. However, there is scope to consistently use props and visual aids during planned and spontaneous story sessions so that children's understanding of language is further enhanced. In addition, the use of timelines is not fully implemented so that children who speak English as an additional language develop an awareness of what will happen next.

Children's rooms are bright and mostly stimulating. For example, resources in the baby room are of high quality and offer lots of learning opportunities for younger children's emerging skills. For example, they love exploring the purpose-built sand container and are able to practise their physical skills using wheeled toys and the low-level climbing apparatus. Staff caring for babies are very attentive to their needs and show that they are supportive to their development requirements. For example, staff continually use songs and rhymes during the day to help promote children's language skills. Children smile and gurgle, showing that they are happy and are learning through play. The positive use of good quality family photograph books contributes to supporting babies' personal, social and emotional development. Since the last inspection, staff have developed family boards and low-level displays. This means that there are further opportunities to support all children's language skills and self-esteem. Older and younger toddlers are cared for in one large base room. Staff are attentive to their needs and provide some interesting activities, such as sensory play with paint, water and sand. Since the last inspection, staff have re-organised the layout of the room so that the cosy area and the popular home area are more accessible. However, noise levels at times remain high. This is in part due to the layout of the room and the availability of soft furnishings. This means that supporting children's emerging communication and language is not as sharply focused as it could be.

Clear systems are in place to closely monitor and assess children's progress, including the two-year-old progress check. This means that any additional assistance in their learning and development is quickly identified so that early support can be provided. Staff carry out regular observations and assessments, and are effectively used in the purposeful planning.

Parents contribute to this through discussions and the sharing of the 'wow' moments of their children's achievements at home. As a result, activities are stimulating and meaningful to children, and parents are involved in their child's learning.

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

Children enjoy warm relationships with the caring staff. The key person system is well embedded and there is a buddy key person system in operation. This means that children's individual needs are well known and can be effectively met at all times. Staff work closely with parents to ensure children's needs are well known. For example, their routines, interests, health, food preferences and dietary needs are carefully discussed and recorded before children start. As a result of information gained, staff can mirror home routines so that children settle easily. This means there is an effective continuity of care between parents, and children's individual needs are met. Staff ensure comforters are easily available so that children settle easily and continue to feel secure. For example, babies are able to easily find their comforters from the individual storage boxes that are personalised with the child's photograph. This positively contributes to their personal, social and emotional development. Transitions are well managed to ensure good continuity of care. For example, when children move rooms, their key person accompanies them on visits. Information is shared with their new carers. This helps children remain settled and secure. In addition, staff effectively use link books between provisions where children attend. This contributes effectively to supporting children's personal, social and emotional development, and their needs are effectively shared. The nursery also has a good system in place to help assist children who are due to move to the next stage in their learning. For example, they have pictorial books which show children their new schools. In addition, children can practise dressing in school uniforms. This contributes to smooth transitions when children start school.

Children behave well because they are busy and engaged. Any behavioural issues causing concerns are closely monitored. Advice from outside agencies is quickly sought so that early support can be implemented. As a result, children learn right from wrong and develop good social skills. There are clear rules in place and children demonstrate that they understand these. For example, children confidently negotiate stairs either to their playroom or outdoors, carefully holding onto the handrails. As a result, they develop a good understanding of personal safety. Regular risk assessments of all areas, including the wooden play house which is mainly used for storage, are carried out. This ensures all areas are suitable for children. Children are well motivated to explore the play environment and engage actively in play. They all enjoy being in the fresh air through regular play in the enclosed garden. They learn about the importance of physical activity through a range of play opportunities. For example, babies enjoy exploring resources set out for them, such as interactive toys. Older children enjoy digging in the large sand area, riding wheeled toys and taking part in the regular musical and movement activities. This promotes their physical development.

Meals are prepared on the premises by the cook and they contain fresh ingredients. Secure systems are in place to monitor the food provided to ensure that it is fresh and suitable for the children. Food preparation fosters good hygiene procedures. Staff are

aware of children's dietary needs and preferences. Staff sit alongside the children, encouraging good social skills. They discuss the food they are eating and the benefits to the children. This supports children's understanding of healthy living. In addition, the growing of herbs, fruit and vegetables further contributes to children's understanding of healthy eating. Older children happily make choices and serve themselves during mealtimes. In addition, they enjoy having responsibilities, such as being 'helper of the day'. During these times they assist in laying the table for meals. This promotes their self-esteem. The care needs of babies and younger toddlers are well met. For example, they can sleep or rest according to their individual needs. Regular checks ensure they are comfortable and settled at all times. Staff are very aware of children's individual development, such as weaning. For example, babies are provided with spoons so that they can develop their independence skills. Babies and younger toddlers are offered drinks regularly so that they remain hydrated. These are clearly identified by having individual photographs of each cup. This effectively promotes young children's independence. Older children manage their personal care very well. Staff give them tailored support so that they can be as independent as possible. For example, they give time and space for children to manage their own coats and shoes. This supports their transitions to the next stage in their learning. The bathroom has simple equipment so that children can independently use the soap and dryers to wash their hands. As a result, children learn to manage their own personal hygiene needs.

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

This inspection has been brought forward due to Ofsted's recent investigation of concerns regarding the safeguarding procedures, staff deployment and suitable people. The inspection found that the provision was meeting the Statutory framework for the Early Years Foundation Stage requirements that the concerns related to. There are well-established safeguarding procedures in place and all staff are aware of these. All staff attend safeguarding training and most attend first aid training. This ensures their knowledge is up to date and children's welfare is protected. Staff are fully aware of what to do should they have concerns about children or those caring for them; this includes notifying outside agencies. Secure procedures are in place to ensure that any concerns regarding children's welfare are taken seriously and thoroughly investigated. Children's safety and welfare is given a priority. The robust procedures for recruitment, vetting, induction and ongoing suitability contribute to this. Clear supervision, individual meetings and close monitoring take place. As a result, individual training needs are identified and supported, and all those working with children are suitable to do so. All staff participate in a detailed induction period so that they are clear about their roles and responsibilities.

All policies and procedures are very detailed and are regularly reviewed to ensure they contain all necessary details. Risk assessments are also carefully reviewed to ensure that children are as safe as possible at all times. Staff understand the importance of completing accident records and informing parents of the incident. The records are regularly monitored and reviewed so that any necessary changes can take place so that children can play safely. Positive steps are in place to ensure ratios are always met and staff are well deployed. For example, the manager and room leaders frequently check rooms to

ensure children's individual needs are met. The manager and deputy are supernumerary. This means that they can contribute to children's care and learning as and when necessary. The provider is aware in what circumstances to notify Ofsted of any significant events. The manager and her staff have a good understanding of the safeguarding and welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding procedures ensure that children are kept safe and protected from harm and neglect.

The manager, deputy and their staff have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. The manager and staff are well qualified and use their skills and understanding to support children's learning and development. Overall monitoring of the nursery is an ongoing process. Views of staff, children and their parents are included so that their ideas are incorporated into the developmental plans. There is a strong drive to build upon the nursery's existing good practice. Each room has an action plan which is regularly reviewed so that children's overall development is supported and improved. Plans for the future are well known. For example, all staff are contributing towards ideas to develop the garden so that this area continues to extend children's learning and development. The educational programmes are carefully monitored to ensure a varied range of stimulating activities linked to children's interests are provided.

Staff work well in partnership with parents to ensure individual needs are met. Detailed newsletters provide a wealth of information about the children's time at the nursery. In addition, policies, procedures and relevant magazines are easily available for parents. As a result, information about the day-to-day practice and childcare issues is shared. Parents comment positively about the nursery, stating that their children are 'very happy' and they are 'more sociable' since coming to the nursery. Any concerns raised by parents are taken seriously and fully investigated so that they can be reassured and their views accommodated. For example, meetings are held to discuss the best way forward for all those concerned. A detailed information pack is provided to parents on registration. This explains the ethos of the nursery. Partnerships with other providers are effective to support children's learning and development. For example, professionals visit the nursery to provide advice and support so that staff can meet all children's individual needs. In addition, teachers are invited from the local primary schools to visit the nursery. This contributes to smooth transitions in the next stage of children's 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

Unique reference number	EY278043
Local authority	Hertfordshire
Inspection number	953395
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	85
Name of provider	Places For Children Ltd
Date of previous inspection	31/10/2013
Telephone number	0208 421 7500

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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