

The Co-operative Childcare Dewsbury

Sure Start, 100 Heckmondwike Road, DEWSBURY, West Yorkshire, WF13 3NT

Inspection date	01/07/2014
Previous inspection date	10/11/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff support children exceptionally well in their learning and development. Children are extremely well motivated and eager to take part in the stimulating activities. There is exceptional continuous provision to support the learning and development for all children. As a result, children make rapid progress.
- Staff have very close relationships with children. Consequently, children thrive under the care of the inspiring staff team, who have a comprehensive understanding of each child's care and learning needs.
- Leaders and managers of the nursery are dedicated professionals. All staff embrace reflective practice and work closely together to constantly monitor and evaluate the nursery. This ensures the nursery continues to provide superb quality care and learning for all of the children.
- Meticulous record keeping and the implementation of highly effective policies and procedures mean that children are safeguarded at all times.
- Excellent partnerships, both with parents and other professionals, ensure that children's individual needs are recognised and given the utmost priority.

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 at various times of the day in all of the play areas.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke with the management team, staff and children throughout the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of a parent spoken with on the day and parents' written comments.

Inspector

Helene Terry

Full report

Information about the setting

The Co-operative Childcare Dewsbury was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 48 nurseries run by the Midcounties Co-operative. The nursery operates from three playrooms within the Sure Start children's centre in Dewsbury Moor. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 19 members of staff who care for the children. Of these, 15 hold appropriate early years qualifications at level 3. The manager has a foundation degree in early years. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 100 children attending who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. 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:

- consider ways of encouraging children to notice the changes in their bodies after exercise, such as their heart beating faster.

Inspection judgements

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

Children throughout the nursery are exceptionally keen and motivated learners who make rapid progress in all areas of their learning. Staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage and of how children learn and develop. The strong, knowledgeable staff team effectively observe and assess what the children can do and analyse this information to identify each child's next steps in their learning. Each child's key person successfully plans for their children's continued developmental needs. This ensures that children develop the skills that they need for their future learning, in readiness for school. Assessments of children's progress are completed throughout the year and include the progress check for children aged between two and three years. Comprehensive information is gathered from parents about children's care needs and what they already know and can do when children begin to attend the nursery. Parents are very successfully included in their children's learning, as they are encouraged to contribute to their child's assessments and share information about children's interests. For example, parents complete 'wow vouchers' that enable them to share comments about their children's emerging interests and achievements. Staff also provide parents with a great deal of information about how they can continue their children's learning at home. For example, information on how to extend communication and language skills is displayed on the door of the playrooms. Staff provide stay and play

sessions that help parents understand about how their children learn through play. In addition, more focused information is given through discussions with each child's key person and parents see their child's next steps in development in the development files. Consequently, this enhances continuity of care and learning very effectively to maximise children's progress.

Staff's interaction with the children is very good. As a result, they help children to be active learners and critical thinkers. Staff support and challenge children effectively as children explore the excellent range of equipment to acquire new skills. Staff are very skilled and use spontaneous events to extend learning. For example, a member of staff notices when a child attempts to read a label on a box. She takes this opportunity to help the child use their phonic knowledge to emphasise the sounds of letters of the alphabet that make up the words. Then, on noticing that the child has grasped this knowledge, she uses word blending to make the sounds of simple words, such as 'I am'. Consequently, children's learning is individualised for their needs and early reading skills are fully fostered. This further supports those children who are gifted and talented. Staff help children use information and communication technology to enhance their learning very well. For example, as children complete programmes on the computer they learn how to use technology. In addition, they also learn about the concepts of difference and same as they try to spot the differences in the pictures. This promotes their observation skills and their understanding of the world. Staff encourage children to develop their language skills as they describe the differences that they see, which enhances children's speaking skills successfully. Staff support children's communication and language skills extremely effectively, including those children who speak English as an additional language. To ensure that children understand that other languages are valued, staff obtain words from parents to help support children. In addition, bilingual staff are employed, which adds additional support. Words in other languages are displayed on labels and posters around the playrooms. The 'Every Child a Talker' programme is used throughout the nursery to further enhance children's communication skills. Staff encourage children to recall and talk about past activities and events in their own words. In the under three-year-olds and babies' rooms, staff support language development when they repeat back corrected phrases to restructure children's language effectively and add new words to further develop their vocabulary. Staff talk with the babies constantly about what they are doing so that babies learn to link words to actions. Babies understand and follow simple commands, such as, 'shall we sit down for dinner?' Babies engage very well in their favourite songs and rhymes and move to the action songs enthusiastically. Consequently, all children develop good language skills.

Staff provide children with lots of opportunities to explore using their senses. For example, an excellent range of open-ended and heuristic resources are available for children to use, both indoors and outdoors. This helps those children who learn better outdoors. Babies delight in attempting to blow bubbles, which are specially formulated for them to catch and hold. Staff bring number names into the activity as they count the bubbles that the babies catch. Babies also explore the bubbles and water in the tray. As a result, they develop their physical skills when they concentrate and pour the water from one container to another. They observe how things work and happen as the water runs along chutes and turns the wheels. Staff provide opportunities for two- and three-year-olds to explore the outdoor science garden. Children attempt to find the mini-beasts who live in the 'bug

mansion' that they have helped staff to create. Children help staff plant and grow flowers, herbs and vegetables. Consequently, they learn about growth, decay and changes over time. Children also enjoy watering the vegetation and staff speak with them about what plants need to help them grow. As a result, children learn extremely effectively about the world around them.

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

A well-established and extremely effective key-person system is in place throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly show how they help each child move forward and make excellent progress. Children's emotional well-being is also very effectively supported as they move on through the rooms in the nursery and on to school. Staff share information about children's development through robust procedures and parents are fully involved in this process, to ensure continuity of care. To help children become familiar with their new school, staff provide resources in the role-play areas in the pre-school room, such as school uniforms. This enables children to express their thoughts and feelings. In addition, displays show photographs of their school environment and significant people in children's lives. As a result, children are confident about their new adventures. Staff use innovative ways to help children feel secure in the nursery. For example, parents are asked to provide a box, which the children call a chatterbox, that contains security items from home. This creates a point of interest for staff to engage the children but children are also encouraged to look through their box if they feel tired or unsettled for any reason. This further supports children's emotional security.

Children's behaviour is very good. They display high levels of confidence and self-esteem as they negotiate with others. For example, they share and take turns within the activities. Children are polite and listen to and follow staff's requests. Older children take turns spontaneously and treat others with respect as they talk politely to their peers. Staff are highly effective in managing children's behaviour, which means that children understand rules and boundaries. This makes children feel secure. All children show a strong sense of belonging in the nursery as they move freely in the environment. The walls in the playrooms display photographs of the children and their creative work. This boosts children's self-esteem and creates a sense of belonging. Staff help children manage risk very well in the nursery, both indoors and outdoors. This further boosts children's confidence in their own abilities. Toddlers show their pleasure as they steady themselves and climb over hills and uneven ground. While older children learn about their personal safety, such as being careful around the sand and water, as they play in the mud kitchen, mixing potions and pretending to bake.

Children are happy, extremely confident and have fun in the highly stimulating learning environment. They access an excellent range of high quality resources, which staff label very clearly. This means children can confidently access resources that interest them. Children's independence skills are considered a high priority, which prepares them for school. Children over two years are supported to serve their own food from dishes placed

in the centre of the table at meal times. They manage this very competently. Babies are encouraged to feed themselves with the support from staff. At snack time, children choose the fruit they like to eat from a selection displayed for them and they pour their own drinks. Staff encourage and support children to attend to their own personal hygiene and discuss with them hygiene routines such as, 'what do we put on our hands to kill the germs?' and 'how do we dry our hands?' Children respond positively and follow the very good hygiene practices. Staff also help children learn about caring for the environment because they use recycling bins for their rubbish. Staff provide lots of opportunities for children to learn about how to be healthy. As part of the activities and through meal times, they learn about food that is good for them. They grow vegetables in the garden and eat their produce. Menus are balanced and consist of very nutritious meals that are freshly prepared each day by the cook. The nursery has achieved a healthy eating award from the local authority and dietary needs are fully addressed to ensure children's well-being. Children are reminded when they play out in the sunshine to drink lots of water to keep them hydrated and staff apply children's sun cream to keep them safe. Children have lots of opportunity to play outdoors to benefit from exercise and fresh air. However, staff do not always encourage children to notice the changes in their bodies during and after exercise, so that they understand about the benefits of exercise. The outdoor area is a rich learning environment where children enjoy learning opportunities across all areas of the Early Years Foundation Stage.

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

Safeguarding is of paramount importance throughout the nursery. Staff have a robust knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. An excellent safeguarding policy is shared with staff and parents. This outlines the responsibilities of staff, the signs and symptoms of abuse, as well as contact details of professionals, should staff have a concern about a child's welfare. This means any concerns are promptly dealt with. All staff have attended safeguarding training and know the procedures to follow, including how to address any concerns that may arise about other members of staff. Policies, procedures, documentation and records are maintained meticulously to further protect children. Risk assessments are consistently completed, which helps staff minimise risks to the children. The management team effectively inform Ofsted of any instances that are required to be reported.

There are excellent and rigorous recruitment, vetting and induction procedures in place to ensure the suitability of all of the staff who work with the children. The ongoing suitability of staff is supported through highly effective systems for supervision, appraisals and performance management. Management are aware of the staff's individual strengths and weaknesses and continue to use training, coaching and mentoring techniques, to further develop those staff who are less confident in using sustained shared thinking to help children explore ideas and make links in their learning. This ensures that children's rapid progress is sustained. The management team has an excellent understanding of their roles and responsibilities. They support the staff to understand the ethos of the nursery and the way in which an excellent service is delivered to children and parents. Very strong

leadership and management drive the vision and ambition for this nursery. Monitoring and evaluation processes are multi-layered and extensive. The monitoring of the educational programme is excellent. Systems used clearly identify any gaps in children's learning according to their age and cohort. Gaps are quickly addressed and interventions are put in place, where needed, to ensure that all children reach their full potential. Parents are also involved in this process and they are given information on how to extend learning at home. Parents, children and staff are exceptionally well involved in the self-evaluation of the nursery. Parents' and children's views are fed through from the parents' forum and children's committee. Action plans for future development are robust and targets set are achievable. The recommendations highlighted at the previous inspection have been addressed and the needs of all children are met effectively.

The highly effective partnership with parents is based on mutual trust and respect. This has a very positive impact on the care and well-being of children and the progress they make in their learning. The excellent links parents have with their child's key person ensures children's needs are met. This supports parents involvement in their child's learning, within the nursery and at home. Parents receive excellent information about the nursery and their views are displayed on a comments tree in the entrance area. Parents highly value the nursery and staff. They comment on their high regard and admiration for the staff and the management team. They also feel that their children make very good progress in the nursery. Partnerships with other agencies and other early year providers are also excellent. Links are made with the schools that children move on to and ensure that children settle well. Staff also share information about children's development with other early years providers that they attend by using link diaries. Inclusive practice is very successful in the nursery. Early intervention systems and links with local agencies work very well in all aspects. This means that children with special educational needs and/or disabilities are supported very successfully to achieve their full potential. Excellent arrangements are in place to support children with English as an additional language. The nursery staff work together with the local authority to keep abreast of new developments and seek relevant training, in order to develop their already excellent skills. Consequently, all aspects of children's welfare and education are enhanced exceptionally well.

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	EY330285
Local authority	Kirklees
Inspection number	862440
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	100
Name of provider	Buffer Bear Limited
Date of previous inspection	10/11/2009
Telephone number	01924 405743

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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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