

The Co-operative Childcare Kidderminster

Coventry Street, KIDDERMINSTER, Worcestershire, DY10 2BP

Inspection date	31/07/2014
Previous inspection date	21/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff fully understand children's stages of development and next steps as a result of their accurate observations and assessments. They plan many rewarding activities which promote babies' and children's purposeful, effective learning and good progress.
- Children are settled and confident, forming close attachments with the kind, approachable staff who skilfully cater for their individual characteristics and emotional needs.
- Robust safeguarding procedures, regular safeguarding training and effective in-house support ensure all staff have a thorough understanding of how to protect children from harm and know what action to take if they have concerns about their welfare.
- Positive partnerships with parents, external agencies and other providers make a strong contribution to staff understanding and meeting children's needs.

It is not yet outstanding because

- Staff do not always make the best use of resources to enhance babies' and children's imagination or thinking or to reinforce their recognition of letters, sounds and numbers.
- At times babies and children lose interest during creative or mark-making activities because art and craft materials are not stimulating enough and activity areas become untidy.

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 in three indoor play areas and two outside areas.
- The inspector held meetings with managers from the organisation's head office and carried out a joint observation with the area manager.
- The inspector spoke to children and staff throughout the inspection.
- The inspector looked at and discussed children's assessment records and planning documentation. She also looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector looked at and discussed procedures relating to staff recruitment, induction and performance management, and checked evidence of suitability and qualifications of managers and staff working with children.
- The inspector discussed procedures for monitoring and evaluating the nursery's provision and for planning for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from their involvement in the nursery's parents' forum.

Inspector

Rachel Wyatt

Full report

Information about the setting

The Co-operative Childcare Kidderminster was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is part of a national day nursery chain owned by The Midcounties Co-Operative Limited. The nursery operates from purpose-built premises known as the Edward Parry Centre in Kidderminster. Children are cared for in three base rooms and have access to other facilities within the building. There are enclosed outdoor play areas. There are currently 12 staff, including the manager, who work directly with the children, all of whom have appropriate early years qualifications. This includes two staff who have a degree and two staff who have foundation degree. The nursery opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 124 children on roll who are within the early years age range. 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.

What the setting needs to do to improve further

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

- make better use of additional interesting resources and equipment during free-choice activities to consistently consolidate babies' and children's understanding and skills and to further challenge their thinking and imagination
- create opportunities for staff and children to plan together how to keep creative play areas tidy, inviting and well equipped with varied and interesting art, craft and mark-making materials.

Inspection judgements

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

Since the last inspection, staff have become much more confident about using their regular and accurate assessments of babies' and children's stage of development to guide their planning and teaching. They have benefitted from mentoring and training provided by managers and senior nursery staff and the organisation's development worker. Staff now plan and organise generally rewarding and relevant activities and experiences which reflect children's individual interests and stage of development. This includes providing a better balance of adult-led activities, which are organised and supported by key persons to focus on their key group of children's next steps and interests. Staff also work effectively with parents and external agencies to adapt their planning and provide additional support for children with special educational needs and/or disabilities. In addition, reorganising the

layout and use of rooms for two- to four-year-olds has enabled the staff working with them to adapt their planning and teaching to more accurately focus on these children's differing abilities and needs. As a result, children's behaviour has improved. They follow staff's requests, know when it is important to listen and take turns in speaking, for example, during group discussions, when listening to stories or taking part in songs and rhymes. Children are now effective learners who make good progress in all areas of learning and who are well prepared for school.

Staff generally interact well with babies and children. They are kind and reassuring so that, for instance, babies and toddlers become more confident about exploring their surroundings and trying new activities with the support of an attentive adult. For example, a member of staff promotes a baby's grip and dexterity while exploring knobs and dials on an interactive toy. Babies and toddlers are often absorbed when they investigate different materials and textures, particularly enjoying exploring in the large outdoor sand play area. However, sometimes staff do not provide enough interesting toys or resources to sustain these younger children's engagement or to extend their skills, for instance, during their play with puzzles, drawing materials or small world animals. As a result, children lose interest and some play areas become untidy.

Staff effectively support babies and children in developing good communication skills. They chat easily to them during activities and routines, fostering their responses and emerging words. They following up the strategies suggested by speech and language therapists when working with children with speech and language delay. Good use is made of visual aids and key words to help children who speak English as an additional language to understand and to be understood. Staff working with babies and younger toddlers include plenty of opportunities for singing and looking at books to encourage their listening and speaking. For instance, babies and toddlers are animated and eagerly use gestures, sounds and single words as they respond to a member of staff's comments and questions while they look at pictures in a selection of books.

Room leaders working with children aged from two to four years are particularly adept at encouraging these children's expressive language and imagination. For example, children and adults eagerly talk about and imaginatively act out going on a journey to the seaside. Later in the session, children dress up as princes and princesses who build and decorate castles. The staff enthuse children and help them to further develop their ideas. This includes much discussion about the route and what they might need during their seaside journey, for example, a member of staff finds a length of hose for them to use when they need 'petrol'. Another member of staff draws the outline of a castle on the external nursery wall. This stimulates children's imagination as they eagerly draw decorations and other features. This drawing also acts as a backdrop to children's construction play while some of them and an adult make a castle from large wooden blocks. The children continue to act out these roles for some time in different parts of the outside area. However, some staff working with older toddlers and pre-school children are not always so successful in extending children's skills and understanding. For instance, during a painting activity, a child notices more paint is needed. The member of staff misses the chance to extend children's choices and recognition of colour by, for example, involving them in selecting more paint. One child loses interest and leaves the activity. During play on the computer, a member of staff encourages children to type some letters and numbers.

However, she does not use additional resources featuring letters or numbers, which are near at hand, to extend a more able child's recognition or thinking or to reinforce a more hesitant child's understanding.

Parents and carers are actively encouraged to contribute to their children's learning and development. The information they give staff about their children's starting points helps key persons to get to know children and to plan effectively for their needs when they are new to the nursery or move rooms. Thereafter, there is a regular two-way dialogue between staff and parents about children's activities, achievements and next steps. Parents are pleased with the way their children are progressing. They welcome staff's feedback and appreciate being able to talk about what their children like doing at home. Staff and parents often discuss and agree children's next steps for learning. This includes when key persons complete progress checks for children aged between two and three years and other assessments, such as when children move rooms or go on to school.

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

There are positive relationships between staff, babies and children. Staff give priority to ensuring babies and children settle quickly, feel emotionally secure and grow in confidence in their new surroundings. Staff are kind, approachable and sensitive to babies' and children's differing characteristics. For instance, during a songs and rhyme session they quickly adapt what they are doing to ensure they include actions and words that one of the children was expecting to hear. When children are due to move rooms within the nursery, they are given time and support to get used to their new surroundings and to get to know the staff and children.

Staff create many worthwhile opportunities to develop babies' and children's confidence and relationships while they are at nursery. This includes ensuring they are emotionally and socially well prepared for school. For example, babies' and children's choices and growing independence are consistently encouraged. The storage and presentation of toys, books and resources means that babies and children can help themselves to many of these. Clearly labelled, child-height pegs and storage units enable older toddlers and pre-school children to look after and readily locate their coats, other possessions and examples of their work. Children are encouraged to express their needs and views. This includes staff making sure children are confident to ask to go to the toilet or enabling them to talk about their ideas and to make choices during a large group activity. Children's views are also sought as part of the ongoing development of the nursery. Through the pre-school council, young children are developing the confidence to say what they and their peers like about the nursery and to make suggestions about how it could be improved.

Babies and children behave well and enjoy each other's company. Staff make sure children know what is happening and what is expected of them. They join in their activities and routines to promote and praise their efforts in being kind, sharing and turn taking. At times, some staff miss the chance to involve toddlers and pre-school children in helping to keep play areas tidy and inviting. However, in other respects, they ensure children help each other and play cooperatively, such as when using the computer. Children show they know what is expected of them. They listen to and follow staff's requests and listen to

what other children have to say.

Babies' and children's good health and well-being are fully promoted. Staff have a sound understanding of each child's care routines, health, dietary and medical needs as a result of their good information sharing and clear agreements with parents and carers.

Throughout the day staff ensure they meet each child's needs during calmly managed nappy changes, feeds and sleep times. They gently support young children in becoming more independent in managing their self-care. For example, when they are developmentally ready, toddlers soon learn to use the potty and children understand why it is important to wash their hands properly. Babies' and children's good health is further promoted because they are all well nourished. They enjoy healthy snacks and home-cooked meals, which include plenty of fruit and vegetables. Babies and children relish being outside, benefitting from being able to freely move between their base rooms and inviting adjacent outdoor play areas for much of the day. Staff make sure babies and children are physically active. For example, babies and younger toddlers show increasing balance and control as they clamber up and move down a sturdy box frame and slide.

Managers and staff fully understand the importance of promoting babies' and children's safety. They effectively check that all areas used by babies and children are clean, safe and secure and that equipment, toys and resources are age appropriate and in good condition. Children are taught to behave safely and sensibly. This includes listening to and following staff's instructions and safely moving about the building. Staff remind children about the correct use physical play equipment and of tools, such as scissors. Older toddlers and pre-school children are shown how to safely use knives when they cut up their fruit at snack time.

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

Effective measures have been taken to make improvements since the last inspection. Strong management within the nursery and from other senior managers within the organisation has ensured prompt effective action to address weaknesses in planning and teaching, behaviour management and some risk assessments. Well-targeted support and guidance has been provided for all staff by the new enthusiastic nursery manager, the organisation's area manager and other colleagues with expertise in quality assurance and staff development. This has included the organisation's development worker delivering training on observation, assessment and planning and regularly visiting the nursery to support the manager and staff in embedding improved systems. As a result, staff are now more confident in their roles as key persons. In most instances, they are now successfully drawing on their accurate observations and assessments to focus their planning and teaching more precisely on babies' and children's individual needs. The organisation and management of children's base rooms has also been revised so that, for instance, two-year-olds and pre-school children now spend time learning in separate rooms. This has really helped staff to adapt their teaching and management of children's behaviour to cater for children's differing levels of understanding. As a result, children now clearly know what is expected of them, they are keen to join in activities and are much more attentive. Appropriate measures have also been taken to improve the safety of windows.

There are comprehensive and effective procedures for monitoring and evaluating the quality of the nursery provision and for supporting the manager and staff in making and sustaining improvements. For example, senior managers from the central organisation and the nursery manager complete regular audits of nursery procedures and record keeping. They often review staff's knowledge of different aspects of children's learning, development, welfare, health and safety, and the results inform future training needs. Managers welcome and follow the advice and guidance of the local authority early years improvement adviser. Parents' and children's views about the nursery are valued and acted on. This includes parent representatives meeting with the manager as part of an active parents' forum, and pre-school children confidently express their ideas for activities and resources during their council meetings.

Safeguarding children is given high priority by all those who work at the nursery. Leaders and managers are committed to and highly effective in ensuring everyone has an up-to-date knowledge of the nursery's comprehensive safeguarding policies and of Local Safeguarding Children Board procedures. Nursery managers and staff attend regular safeguarding training and they have many other helpful opportunities to discuss and refresh their knowledge of different aspects of child protection. This includes ensuring everyone knows how to recognise signs of abuse or neglect and knows what to do if they have any concerns about a child's welfare or the conduct of a colleague or another person. The manager and staff are conscientious and professional in their work with vulnerable children, families and the external agencies who work with them.

Children's welfare is further promoted as robust safer recruitment procedures ensure any staff employed by the nursery are suitable and have the required knowledge, skills and experience. Anyone appointed to work at the nursery must successfully complete a Disclosure and Barring Service check and an in-depth induction before they can start. Line managers and other colleagues from the organisation monitor staff's performance and practice and implement effective procedures to guide them and to promote their ongoing professional development. This includes regular opportunities for staff to review their work with children and their performance with their line manager. Clear relevant targets are agreed for each member of staff to further develop their skills and knowledge, for example, through attending training or visiting other settings.

Well-established, positive partnerships with parents, carers, external agencies and other providers underpin the staff's success in understanding and meeting children's needs. Parents and carers are warmly welcomed in the nursery. Key persons spend time chatting to parents about their child's day and welcome their feedback about their child's experiences and achievements at home and elsewhere. Parents highlight how much their children enjoy attending and how well the staff promote their well-being and development. The manager and staff are proactive about exchanging information with other providers of settings attended by some of the children, in order to ensure consistency and continuity. This includes passing on information about children's development and next steps to the schools they are going to and encouraging their teachers to visit them at the nursery. Staff also organise activities and discussions to help children to be confident and well prepared for starting full-time education.

The Childcare Register

The requirements for the compulsory 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	EY454882
Local authority	Worcestershire
Inspection number	962549
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	124
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	21/01/2014
Telephone number	01926516039

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

