

The Co-operative Childcare Hackney

106-108 Morning Lane, Hackney, LONDON, E9 6LH

Inspection date	05/08/2014
Previous inspection date	04/01/2013

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 have developed strong relationships with staff and an effective key-person system ensures that children's needs are known and met.
- Staff undertake regular observations and assessments to effectively track and support children's progress.
- Children enjoy their play and take part in worthwhile activities to support their learning.
- Staff establish effective partnerships with parents enabling them to be well informed about their children's well-being and learning.
- Staff work well with school staff and colleagues to support children's transitions from room to room and when moving on to school.

It is not yet outstanding because

- Staff do not always keep noise levels and distractions to a minimum while children take part in group activities to support their learning.
- Staff do not consistently support children's independence at meal times to enable them to serve themselves and pour their own drinks to promote their self-care skills.

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 children's play, indoors and outside.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector and manager undertook a joint observation of an activity.
- The inspector discussed the nursery's self-evaluation and action plans.

Inspector

S Campbell

Full report

Information about the setting

The Co-operative Childcare Hackney registered in 2003, and is part of the Places for Children nursery chain. It operates from three rooms in a purpose-built ground floor premises in Homerton in the London Borough of Hackney. There are two outdoor play areas for younger and older children.

The nursery is open each weekday from 7.30am until 6.30pm all year round. There are currently 77 children aged from six months to four years on roll in the early years age group. Children attend on a full- and part-time basis. The nursery receives funding for the provision of early education for two-, three- and four-year-olds. The nursery currently supports children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 28 members of staff. Most of whom all hold appropriate early years qualifications. Three staff are working toward a higher childcare qualification.

What the setting needs to do to improve further

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

- enhance group activities so that unnecessary noise levels are kept to a minimum to promote children's learning
- maximise opportunities to promote children's self-care skills at mealtimes, for example by enabling children to serve their own foods and pour their own drinks.

Inspection judgements

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

Staff demonstrate a good understanding of supporting children's learning through purposeful play. They undertake systematic observations and assessments to inform planned adult-led activities to support children's individual needs and interests. Additionally, the weekly planning of older children's activities incorporates their choices, enabling them to take responsibility for their own learning. Observations capture well what children can do and how staff identify realistic next steps to support and enhance children's learning and development.

Staff work closely with parents so that essential information is obtained about children's interests and stage of development, enabling them to meet children's individual needs.

Additionally, staff build on what children already know and can do so they make good progress in all areas of learning. Staff maintain this effective partnership working with parents by the recent introduction of the wow voucher. This involves parents recording details of their children's activities and achievements at home. This enables the parents to contribute more to their children's learning and enables staff to extend their key children's learning in the nursery.

Overall, staff engage well in children's activities to promote their imaginary play. While playing outdoors with damp sand children made staff a pretend chicken vanilla cake. Others took pleasure in making toast, gave staff cereal with toy bread and played with recycled cereal boxes when playing in the home corner. Staff promote young children's communication and language skills well because they respond to babies' babbles and throughout the day sing songs to invite responses. For example, prior to having snacks staff sang a sit down song. In addition babies enjoyed mimicking the actions and attempted to sing along to 'if you're happy and you know it'. Older children were able to express their thoughts and talk about things that are important to them in group activities and during everyday routines. This means they are able to effectively communicate with staff and their friends. Children are encouraged to talk about their evening at home and staff promoted thought-provoking discussions and interactions by asking children how long they slept for. Consequently, children shared with their friend that they were asleep for 10, five and 24 hours. This helps children to use words in meaningful ways and make connections with language of size as they describe whether they had a long or short sleep. Children are introduced to a wide range of everyday mathematical language to support their learning because, while staff poured their milk, staff ask children whether they would like a full or half glass.

Staff introduce babies to a good range of battery-operated toys so they learn how things work, for example a toy laptop musical drum and a rocking toy. Older children use a range of computer programmes so that they acquire the skills to use everyday technology equipment. Children benefit from taking part in well-planned activities to develop their understanding of the environment and the community in which they live. They learnt about recycling, growth by planting flowers and key professional roles, such as a dentist. Children learnt about varying cultures and traditional foods while taking part in a family fun day. Children and their families benefit from trying cultural dishes, which consist of Asian, African and Caribbean foods. This helps children to develop a positive attitude to diversity and to people who are familiar to them.

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

The established key-person system means staff are able to effectively support children's transitions to nursery and room to room. A thorough six-weeks settling-in period is planned when children are moving to another room. This means children are fully prepared and familiar with their new key person, friends and routine and so feel more secure and content. Staff invite school staff to visit the nursery so that positive introductions take place. Additionally, staff have recently put together a useful information folder so that parents can gain an understanding of the location of their children's school

and view their latest inspection report. Staff engage children in a variety of group activities to support their learning and interactions with their friends. However, at times children's focus was interrupted by staff's conversations, which raised noise levels unnecessarily. Children are polite and in the main play well together. Older children are encouraged to use egg timers to enable them to take responsibility for taking turns and sharing toys. Children's contributions are valued and as a result their views are included in the golden values, which helps them to show kindness and consideration toward others.

Older children show confidence in socialising with adults. They comfortably took turns to sing nursery rhymes to staff and their friends, which demonstrated their growing self-assurance. However, children's independence is not always supported at mealtimes to serve themselves and pour their own drinks. Babies freely explore their environment and they benefit from the close interactions with staff. For example, they played with modelling dough while standing supported in between staff's legs. Babies have ample space to play and crawl and emerging walkers are able to take safe risks. They learn how to pull themselves up using furniture because they are supervised well by staff. Children enjoy daily outdoor play and while using large equipment staff ensure children are supported to use it correctly. Children used wheeled toys well and navigated around the outdoor area skilfully. Children were able to use a range of movements while playing both indoors and outdoors and as a result benefitted from taking part in action songs.

Children's health is supported well through practical routines. Healthy meals are prepared on the premises and, in partnership with parents, the menu has been revised to include healthier desserts. This effectively helps children to gain good healthy eating habits. The environment is well maintained and staff follow good hygiene practices to minimise the spread of cross infection. Periodically children go out on trips within the local community to support their learning. Children learn how to keep themselves safe through discussions, role play and visits from police officers. They talk to children about not talking to strangers and the number to dial in an emergency to help children learn about how to keep safe.

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

Staff demonstrate a strong understanding of their role and responsibility to work in partnership with internal and external agencies to promote children's welfare. Additionally, they fully understand their responsibility in meeting learning and development, and safeguarding and welfare requirements. Children's well-being is promoted well because staff have a clear understanding of child protection issues and procedures. Throughout the nursery safeguarding procedures are displayed so that staff and parents know how to act in children's best interests. The good maintenance of policies, procedures and relevant documentation ensures children are safeguarded and that staff work closely in partnership with parents. For example, staff complete the accident record and make sure they request that parents, or other adults permitted to collect the children sign the accident and incident records. This helps the nursery to safeguard children's welfare because they have shared relevant and important information about each child.

Partnerships with parents are well established. Parents are able to contribute to their children's learning in a variety of ways to promote continuity and consistency. For example, staff provide completed daily sheets for younger children, the wow voucher and they regularly share children's developmental records. An informative notice board and regular newsletters help parents to be kept informed of current activities, events and organisational issues. Staff who care for older children share a verbal exchange of information with parents at the end of the session and/or day. This means that the nursery maintains good partnerships and communication with parents about the children's play and well-being.

Children are cared for in a safe environment because robust risk assessments are undertaken and evaluated where required to make sure staff identify and reduce potential risks. Processes for risk assessments take into account various aspects of the premises that need to be checked on a daily basis for their safety, such as large outdoor physical play equipment. This minimises potential hazards and accidents to children. A number of staff hold a first-aid qualification allowing children to receive appropriate care and attention following an accident or injury. While children engage in their play staff are well deployed both indoors and outdoors to support their safety.

Staff and management show commitment to maintaining a culture of reflective practice to support continuous improvement. Recommendations made at the last inspection has been addressed to improve the provision for children. Children use mathematical words spontaneously and in the right context with the support and guidance from staff. Children have access to a good range of resources that reflect positive images of society enabling them to develop a positive understanding of diversity. The staff team speak a variety of home languages allowing them to meet the children's needs as part of the cultural make-up of the community. Staff obtain key words in children's home languages and are working in partnership with parents to put together a visual dictionary for everyday routines and objects to aid children's communication and language skills.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY260754
Local authority	Hackney
Inspection number	984292
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	77
Name of provider	Places For Children Ltd
Date of previous inspection	04/01/2013
Telephone number	020 8986 0051

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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