

The Co-operative Childcare Bristol

Brunels Old Station, Clock Tower Yard, Temple Meads, BRISTOL, BS1 6QH

Inspection date	07/08/2014
Previous inspection date	06/01/2011

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

- Children benefit from regular outdoor play in the fresh air to extend their learning experiences across all areas of learning.
- Staff are good role models and encourage positive behaviour and turn taking, and as a result, children behave well and display good manners.
- Staff sensitively handle children's transitions within the nursery, between rooms and onto school at the child's own pace and with close collaboration with parents.
- Partnership with parents is good. Staff regularly share information about children's learning and encourage them to be involved in the nursery.

It is not yet outstanding because

- Not all group times are successful to support all children in being able to participate and contribute their own ideas so they benefit from the learning experiences offered.
- Staff do not always successfully prepare children for changes to routines and activities so they have time to finish what they are doing before they move onto the next thing.
- Staff do not extend opportunities for children to be more independent at meal times.

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, staff, parents and management.
- The inspector had a tour of the setting.
- The inspector sampled documents including policies and procedures, and children's records.
- The inspector observed children in all the rooms, both indoors and outside.
- The inspector carried out a joint observation with the manager.

Inspector

Margaret Dobbs

Full report

Information about the setting

The Co-operative Childcare Bristol is part of a network of childcare nurseries run by The Co-operative Childcare. It opened in January 2001 and operates from the ground floor of the British Empire and Commonwealth Museum, adjacent to Temple Meads railway station in Bristol. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and provides funded early education for three and four-year-olds. Children are cared for in five rooms and there are two enclosed outdoor play areas. The nursery opens five days a week from 7.30am until 6.30pm, excluding bank holidays. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children for whom English is an additional language. There are 31 staff including four bank staff who work directly with the children. Of these, six hold childcare qualifications at level 2, 15 at level 3, and four at level 4 or above.

What the setting needs to do to improve further

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

- improve organisation of all adult-led and group activities so children are able to participate and contribute their own ideas to benefit and learn from the activities
- develop ways to prepare children for changes to routines and activities so they have time to finish what they are doing before they move onto the next thing
- allow children more opportunities to build on their growing independence by pouring their own drinks at meal times or when outside.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They provide resources and activities that stimulate children to explore, discover and meet challenge across all areas of learning both indoors and outside. Resources are easily accessible and children are able to make choices about their own play or in adult-led activities with staff.

In the baby room, staff support children well, for example, they are attentive when babies explore the sand tray and add additional resources to extend their interest in pouring. Good quality interactions between staff and babies help promote communication skills,

understanding of new concepts and practising new physical skills, such as learning to walk. Babies enjoy singing and action songs and rhymes. They moved freely about the open spaces as they learn to crawl and walk and confidently used musical instruments to explore different sounds. Staff ensure the environment supports babies' learning needs, for example, by providing a black and white area, natural materials and a variety of creative activities, such as large-scale painting. Display boards celebrate the babies' artwork.

In the toddler room, young children enjoyed playing with dough and added flour to the mixture. They used the cutters with fascination as they learnt about different sizes. They played happily outside, splashing their hands in the water tray and laughing when they got wet. Staff gently encouraged children who are not sure about touching the water so they experience a wider range of new activities. Children practised jumping to share their excitement and staff helped by showing them how to bend their knees. Staff used songs to help children understand early number and counting. Children used their imaginations as they play with the kitchen utensils and pretend to mix their 'dinner'. Staff helped children extend their vocabulary by introducing new words like 'scratchy', 'whisk' and added words 'yes, you have got a red apple'. Staff reminded children about sharing and encouraged them to say 'thank you', praising those for sharing readily. Children enjoyed a story read to them in a shady area outside. Staff looked at each child in turn and made sure they are engaged with the story, and able to participate at their own level and feel valued. Staff are sensitive to toddlers who are keen to go down the slide and helped them achieve this by coming down backwards. Toddlers have a drink when they go back inside to ensure they remain hydrated when the weather is hot.

Preschool children are keen to talk about the large snail they look after and show an interest in reptiles when shown photographs of staff holding a snake and a crocodile. Staff skilfully used magazine pictures and books to capture the children's interest further as they discover more about snakes and share their own experiences. A child informed staff 'when I went to the zoo, the animals did not come out', showing that they think about different experiences in relation to the conversation. Children learn about snakes laying eggs, what countries they come from and how some are poisonous. Staff prompted children to count the toes of a lizard and were excited to discover 'I have 5 too, the same as the lizard!' This small group session facilitated by staff is highly supportive of children as they learn new skills ready for the next stage of their learning, for example, going to school. However, not all group activities are as successful. For example, at circle time, children listen well overall, but because of the large group size, not all have a chance to participate or contribute their ideas. In addition, when children were accessing the computer after lunch, the group size was too large for them all to benefit and learn from the activity.

Children move about the room freely and select resources to support their games, for instance, they took the dolls house roof off and challenged themselves by trying to fix it again. They then pretended it was a fire station and searched for small fire engines to go inside. Other children collected small items and took them to the cosy corner where they talked and laughed as their game developed. They drew each other pictures, which inspired others to do the same. However, this activity was interrupted by the need to tidy up for a change in routine, and therefore, children were not able to finish what they had

started.

Staff take time to find out about children's starting points when they first attend and confidently explain the assessment process with parents. They maintain records of children's progress through detailed observations and routinely assess the information against children's ages and starting points. Staff use this to help inform their planning as well as children's current interests. Staff carry out the progress checks for two-year-olds and share their findings with parents. Planning therefore takes into account children's individual needs and results in good quality learning experiences.

Appropriate systems are in place to support children with special educational needs and/or disabilities, bilingual children and those who are learning English as an additional language, for example, through a visual timetable. Staff use the correct pronunciation of non-English words and support children by providing hand-made books, which celebrate children's home language and help them learn new words in English.

Parents are encouraged to work with staff to support their children's learning. Staff talk to parents daily, have regular parent evenings and provide written records. Parents have opportunities to contribute to recording children's achievements by filling in WOW vouchers to celebrate special moments from home. The parent notice board informs parents of the planning for individual children and for adult-led planning during the week.

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

Children are very happy and behave well at this welcoming nursery. They play with the variety of resources available both independently, in small groups and alongside staff. They show caring relationships with staff and demonstrate secure attachments. Staff listen to children's ideas and have recently formed a children's council where preschool children have meetings to voice their opinions and feed into action plans for the room. The key person and buddy system works well to support children, including those with English as an additional language, through sensitive transitions into the nursery, between rooms and onto school. This helps them to settle and adjust to their new surroundings. Staff invite local teachers to come into the nursery to talk to children about the next stage in their learning so they become familiar with different routines and expectations. Children develop a sense of community as staff take them for walks to the park and the local railway station, for example, recently they waved to the Queen from a platform.

Staff ensure children have plenty of opportunities to play outside in the fresh air. They apply sun cream when necessary and ask the children to wear hats. They keep the children out of the sun during the middle of the day to keep them safe. This raises children's awareness of safety measures to take when outdoors. Children enjoy healthy food during the day, which is prepared on site with menus devised by a nutritionist. A colour-coded system ensures children receive the correct food where preferences, intolerances or allergies exist. Staff encourage children to help set the table and develop skills by self serving their lunch, however, there are further opportunities to encourage more independence for instance pouring their own water.

Staff are good role models, and as a result, children learn to behave well and develop good manners. They support children to share resources and make space for others and to be kind. Children help to keep their environment tidy and contribute to the recycling centre in the outside area so that they learn about wider issues.

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

Leadership is good and there is a strong drive and vision for continuous improvement. The manager and staff work together to use self-evaluation to inform the development plan for the nursery. Each area of learning is included, with ongoing improvements in progress to help children learn and develop well. For instance, picture/word books are in place to help children who are learning English as an additional language, and a mud kitchen and music area are in the planning to enhance the outside area further. The nursery receives regular support from an area manager and quality development leader to monitor the overall quality and systems. Along with contributions from parents, staff and children, action plans are in place that reflects the ideas of all users. This is very much an ongoing process to evaluate activities and practices every week. Regular staff meetings allow for open dialogue, immediate input and change when deemed necessary. The very effective self-evaluation system includes monitoring children's progress and being aware of the need for any early interventions to close gaps. There are effective assessment systems in place to monitor children's progress and involve parents.

Staff are deployed to oversee different activities and the manager is aware of individual strengths of the staff team. The manager is aware there are occasions when small group work with an adult is an effective learning platform for children and seeks to establish this more often. The manager monitors the effectiveness of staff performance through staff reviews every six weeks and by direct observation. Staff recruitment processes are thorough and staff have regular opportunities to undergo training. Head office produces uniform policies, which the nursery adjusts to make them unique to their situation and location. There are robust procedures, such as fire drills, which staff practise with children regularly so they are aware of what to do in an emergency. Risk assessments are in place and safeguarding is central to the nursery's ethos, where staff are highly trained in this area. Children are safe due to vigilant staff, secure boundaries and tight procedures, for instance, the entrance for visitors and collection of children.

There is a strong relationship with parents. Management keep them informed through email, discussion, open days, parent evenings and newsletters. Parents contribute to the nursery through the 'have your say' slips and customer surveys. Notice boards in the main entrance and each room keep parents well informed about what is going on in the nursery. Parents have a strong relationship with staff and consider them the most important part of the nursery. They describe staff as being 'very friendly and approachable'. They value staff's knowledge and understanding of their children and the individual care and attention given to promote their well-being and learning and

development.

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. 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	150720
Local authority	Bristol City
Inspection number	843185
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	93
Number of children on roll	93
Name of provider	Buffer Bear Limited
Date of previous inspection	06/01/2011
Telephone number	0117 907 9935

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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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M1 2WD

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