

The Co-operative Childcare Carterton

West Oxfordshire Industrial Park, Wavers Ground, Brize Norton, CARTERTON, Oxfordshire, OX18 3YJ

Inspection date	13/08/2014
Previous inspection date	06/11/2013

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

- The manager and staff work well together to continually improve experiences for children and their families.
- The quality of teaching is good overall so children make good progress.
- Staff are making effective use of the new observation, assessment and planning system. As a result, children enjoy interesting learning experiences that reflect their individual learning needs.
- A well-established and highly effective key-person system helps to build secure relationships that are supportive of individual children's care needs.

It is not yet outstanding because

- There are fewer opportunities for toddlers to develop their walking and cruising outside and for two- and three-year-olds to climb.
- Although staff work very well with parents to support children's learning and development in the setting, parents receive less support to extend children's learning at home.

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 in all areas of the nursery.
- The inspector held discussions with the nursery managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

Petit Enfant Day Nursery (Wavers Ground) first opened in 2007 and management transferred to the current owners, Midcounties Co-operative, in 2012. The nursery operates from purpose-built premises on the West Oxfordshire Business Park in Carterton, Oxfordshire. There are four base areas on the ground floor for the day care provision. There is additional accommodation on the first floor. This is used by the pre-school children and for older children who attend before and after school and during the school holidays. A garden is available for outdoor play. Children attend from Carterton, the surrounding villages and as far afield as Swindon. The nursery operates on weekdays from 7.30am until 6.30pm all year round, with the exception of bank holidays. It offers day care on a sessional and full-time basis for children from three months, and out-of-school provision for children up to the age of 11 years.

Currently there are 88 children attending who are in the early years age group. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Staff support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 staff to work with the children, of whom 13 hold relevant qualifications. This includes two members of staff who has attained level 4 in childcare and education. Eight staff hold a qualification at level 3 and two have a qualification at level 2. The nursery holds an 'Investors in People' award and in September 2012 gained the National Day Nurseries Association's 'e-Quality Counts' assurance award.

What the setting needs to do to improve further

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

- enhance opportunities for challenging physical play for younger children
- develop further the good relationship between staff and parents to extend children's learning in the home.

Inspection judgements

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

Children make good progress at the nursery in relation to their starting points. As children settle into the nursery they receive good support to learn as staff collect and use detailed information about their current interests and achievements. The nursery has introduced a new observation, assessment and planning system. Staff have received training and

ongoing support from the senior team to help them use this system successfully. Staff routinely observe children in their daily activities to find out about what interests them and what they can do. They share this learning with parents who contribute towards children's learning by sharing 'wow' moments from home. Staff value the observations parents make and put these on display around the nursery, raising children's sense of achievement. This means that the assessments staff make of children's learning and development are very well informed and as a result they plan effective next steps for children's learning. Staff carry out the required progress check for two-year-old children.

Teaching is good across the nursery. Staff naturally asks open-ended questions to challenge children's thinking and extend their learning. For example, staff encouraged children to solve their own problems as they work out why some materials did not stick to paper. In addition, they recognise that children learn through play and that they have differing learning styles. Children involve staff in their play and staff know when to intervene to extend an activity. For example, staff encouraged children's own ideas for role play by providing props and taking on a role themselves. There is an appropriate mix of adult-led activities and child-initiated play. This helps older children to develop the necessary skills for school, as they learn to read and write simple words through sounding them out. They enjoy simple mathematics activities in small groups. Younger children develop their listening and attention and language as adults lead rhyme time groups.

The wide range of exciting activities on offer means children explore all areas of learning. Children receive good support for their communication and language skills. Staff use signing to help younger children to express their needs and understand what is being said. Staff model new vocabulary and provide a commentary as children play. They enable older children to express their thoughts in words during play. As a result, children's vocabulary is good for their ages and two- and three-year-old children use full sentences.

Skilful staff interactions ensure that children's mathematical development is promoted well across the nursery. Staff encourages early mathematical skills by talking about numbers and encouraging them to count and solve number problems. For example, three-year-old children played dominoes with staff and they attempted to match groups of numbers. Older children practise writing numbers. Children benefit from a range of sensory activities appropriate to their age. For example, younger children explore objects in treasure baskets, and enjoy the noises they can make with the shakers filled with grass and other natural resources. Older children learn about volume and measure as they fill different containers in the water tray. Staff provides early writing activities and easily accessible books to encourage children to develop their early literacy skills. Children enjoy exploring the newly landscaped garden. Older children have good opportunities for physical play as they run around the path and over the hill and develop team games and climb a climbing wall. However, there is less challenge for younger children and babies to develop their physical skills in their outdoor areas. Staff provides many opportunities for children to use their imaginative and creative skills thoughtfully as they represent their ideas in music and art.

Staff provide regular feedback to parents about their children's learning and development through daily discussions, parent meetings and through sharing children's records. Regular activity events where parents can 'stay and play' at coffee mornings, prove to be popular

as it fits in with parents' working hours. Parents are able to discuss their children's progress informally with their key person and find out more about the activities their children enjoy at the nursery. However, some parents are not fully supported in extending their children's learning at home.

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

Children are relaxed and confident in the nurturing care of staff. They benefit from good settling-in procedures, which are based around their individual needs. This helps to support children in the move between home and the nursery. Successful handover systems within the nursery mean that children are introduced to their new key person and spend time visiting their new room. This enables them to build close relationships. Parents spoken to at the inspection praised the manager for her eagerness to ensure the child and parents are happy and settled prior to moving their children on. A well-established key-person system enables children to form strong attachments and helps to ensure that staff are deployed well to meet individual children's needs. For example, babies are cuddled closely when they are tired or upset so their emotional needs are met.

Children have a good understanding of the importance of self-care. They independently select tissues and wash their hands before having their meals and after using the toilet. Parents state their children receive good support as they learn how to use the toilet. The nursery has a cook who prepares healthy nutritious meals. Children enjoy socialising in a calm atmosphere over lunch as they chat away happily together. Enthusiastic discussions at snack time are successful in encouraging children to talk about their daily lives. This encourages children to respect each other's differences.

Children are well behaved and staff praise them readily and encourage them to express their feelings and needs. Relationships between children are strong. For example, pre-school children and two-year-olds play well together in the outdoor area. This is partly due to effective staff rotas that ensure ample numbers of qualified staff are deployed in each area. They provide effective support to children throughout the daily routine. Staff are vigilant in their supervision of children at all times, especially when they are using equipment, such as hammers and pins.

The nursery is generally well resourced and children have a stimulating environment where they may easily self-select their toys and equipment. For example, the outdoor area is available for children to use throughout the day, and they learn about the benefits of exercise. Resources are clearly labelled with both pictures and words. Management are currently adding new resources to each classroom to expand children's play opportunities and to replace worn items. The day is organised well to meet children's care needs appropriately. All children are secure in their knowledge of what happens next, because they know the nursery routine well. Staff diligently document care arrangements each day so that parents are fully informed of their children's routines.

Overall, children receive good support for their social and emotional development and are well prepared to make their move to the next stage of their learning. Children's moves to

school are well supported. Reception class teachers from different schools visit children in the childcare centre and get to know them before they move on. Highly effective communication between key persons and reception teachers focus on children's individual needs and help to ensure that children settle easily into school.

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

The manager is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe from harm. All staff have a good understanding of the safeguarding procedures and they attend regular training to update their knowledge and skills. The management ensures all staff are given comprehensive safeguarding policies and procedures at their induction, so they know how to keep children safe. They work in room groups during staff meetings to promote the welfare of children in their classrooms. Staff carry out and record detailed daily risk assessments to check safety conditions, indoors and out. Rigorous procedures are in place to check that all staff are suitable to work with young children. For example, recruitment involves suitability checks and the manager regularly observes staff practice.

The management team has successfully met actions set at the last inspection effectively. Improvements are significant. Staff are very well supported by the highly reflective management team, which includes an area manager and a quality manager who regularly guides them in their practice. For example, the quality and development leader has worked closely with staff to improve practice, such as implementing the new observation, assessment and planning system. The local authority adviser notes the positive impact this has on children's learning and development. Staff state that they receive helpful training during formal sessions and through ongoing support. They share good practice at regular staff meetings and have annual reviews to support their ongoing professional development. Staff have opportunities to observe each other and reflect on good and outstanding practice. They state that they receive positive support from the management team when they express interest in pursuing higher qualifications. This comprehensive approach has had a positive impact on practice, on the morale of the staff team and on the care of children.

Management and staff are keen to seek the views of parents. For example, there are feedback forms in each room. An open-door policy enables parents to speak to senior staff as necessary and they complete regular surveys. Parents comment very favourably on the nursery. Parents state that staff are very welcoming and that their children settle quickly and enjoy attending. Staff are proactive in developing links with other early year's settings that children attend, such as other nurseries. This ensures that care for children is consistent. Staff have developed links with local schools in preparation for supporting pre-school children in their move, when the time comes. Staff work well with other professionals to support children who may have special educational needs, which ensures that they make good progress relative to their starting points. These processes demonstrate that the nursery is able to build positive partnerships to enhance children's

care and 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. 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	EY355997
Local authority	Oxfordshire
Inspection number	962830
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	88
Name of provider	Petite Enfants Limited
Date of previous inspection	06/11/2013
Telephone number	01993 841700

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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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