

# The Co-operative Childcare Swindon Hospital

Great Western Hospital, Marlborough Road, SWINDON, SN3 6BB

<b>Inspection date</b>	09/12/2014
Previous inspection date	12/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- The high-quality purpose built nursery is safe, clean and imaginatively resourced. Parents and children feel welcome and have a strong sense of belonging.
- The well-established key person system helps children settle quickly, and build secure emotional relationships with the staff and children around them.
- The quality of teaching is consistently good. Children take part in stimulating activities that staff base firmly around children's interests. Children make good progress.
- Children benefit from free access to well-resourced outdoor play areas, which promote their overall enjoyment and well-being.
- The highly reflective and supportive management team ensure the continuing improvement of the already good standards of care and learning for all children.

### It is not yet outstanding because

- Staff have not always embedded information from training into their practice, to ensure that teaching is consistently of a very high quality.
- Children in the two-year-old room find it difficult to sleep as staff do not provide a peaceful environment.

## 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 staff interacting with children in all four rooms, and both outdoor play areas.
- The inspector carried out a joint observation with the room leader of the pre-school room.
- The inspector held discussions with the nursery manager and area manager.
- The inspector sampled documentation, including evidence of staff suitability, policies, children's assessment records and the nursery's self-evaluation document.
- The inspector took into consideration the views of parents spoken to on the day, and from recent nursery questionnaires.

## Inspector

Rachel Edwards

## Full report

### Information about the setting

The Co-operative Childcare Swindon Hospital registered in January 2003. It is part of a chain of 47 nurseries owned by Mid-Counties Co-operative. It operates from a single storey, purpose-built building on the site of the Great Western Hospital in Swindon, Wiltshire. The nursery serves the staff of the Primary Care and the National Health Care Trusts, and the general public. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It cares for children from three months to five years of age. Currently there are 116 children roll, all of whom are in the early years age range. The nursery provides funded free early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The nursery supports a number of children who are learning English as an additional language, and a small number with special educational needs and/or disabilities. The nursery is open weekdays from 6.45am until 7pm, all year, except for bank holidays. Currently there are 27 full- or part-time members of staff working with the children. All of these hold early years qualifications at level 3, including two members of staff who, in addition, have foundation degrees in early years education.

### What the setting needs to do to improve further

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

- enhance the quality of teaching by helping staff develop their knowledge to gain an in depth understanding of how to support children's literacy and mathematical development
- ensure staff recognise and use patterns in children's play to provide activities that help children explore and learn on a deeper level
- create a calm environment where children in the two-year-old room can sleep without disturbance.

### Inspection judgements

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

Children thoroughly enjoy their time at this well-designed and richly resourced nursery. Staff provide a broad range of indoor and outdoor activities that support children's overall development very well. The quality of teaching is consistently good and children make good progress.

Each child's key member of staff spends time with parents at the outset, gathering a wealth of information. From this, staff plan challenging activities that are based on children's individual interests from the moment they start nursery. For instance, several very young children are fascinated by trains. Staff make sure there are trains inside and outdoors to capture their interest. They include train themes in other activities, such as singing, painting and stories. Children are excited by these activities, and this encourages them to concentrate and communicate. Staff encourage children to make train noises and to learn the names of the trains as they begin to use single words. Staff use children's interests imaginatively to plan, but they are not always alert to children's repeating patterns of behaviour as they play. Staff have received training for this, but are not always using the concept to help them plan activities that encourage children to explore and learn on a deeper level.

All children, including the babies, benefit from being able to choose to play outside whenever they wish. Plastic strips hang at the garden doors, so staff can leave doors open, without the playrooms getting chilly. Children soon learn to push their way through into the exciting gardens. Parts of the garden have an all-weather surface and covered areas, which allow children to play outside comfortably regardless of the weather. Outside, children have space to run between trees, crawl through tunnels, and dig in mud and sand. The sandpits are large enough for several children to play together, which supports their social and language skills. Children can play quietly outside as well. Staff have placed crates near an enclosed corner and children use these to build dens, where they can hide away and chat to friends. A large plastic tray is filled with cushions and books so that even children who choose to play outside most of the day, are encouraged to develop a love of books.

Staff note that some children, especially more active boys, may be reluctant to draw or use writing materials. Staff make sure these children develop pre-writing skills by providing many different ways for children to make marks. Toddlers busily fetch water and paint the fence with big brushes, whilst older children are inspired to have a go at writing as they make exciting treasure maps. Pre-school staff have received training in the recognised Letters and Sounds programme. They use information from this to help develop children's listening skills. However, they have not embedded the information fully into their daily routine to help children make rapid progress with their early literacy skills.

Staff make good use of everyday routines and play to help children learn to count and use mathematical concepts. For example, two-year-olds count potatoes as they serve themselves lunch and staff talk about whether their cup is full or empty. Staff generally support children's growing mathematical understanding well. However, they occasionally lack confidence in planning appropriate next steps for pre-school children. For example, they do not always consolidate children's understanding of numbers up to 10, such as, by adding and subtracting, before working with larger numbers.

Staff keep a close check on children's progress. They note children's achievements at home and the nursery, and compare this against expected norms for children's age. They quickly identify any individuals or groups of children who are making slower progress than expected. With the support of the nursery's Special Educational Needs Coordinator, staff put in place the additional help that children need to catch up. Staff keep parents very

well informed and support them in helping their children at home. Parents value the twice yearly meetings when they can discuss their child's progress, as well as having at go at different activities to experience first-hand how their children learn.

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

Staff form close relationships with the children through a well-organised key-person system. The management carefully structures staff rotas so that children are cared for by a small team of consistent adults. This helps children feel secure so they are happy and grow in confidence and independence. Staff liaise with parents to ensure they follow home routines for babies and toddlers. This works well for children under two years. However, two-year-old children needing to rest, find it difficult to get to sleep. Staff have not created a calm environment and other children disturb them. Staff use contact books daily to note details about sleeping and feeding. This keeps parents fully informed about their child's routines. Staff enable siblings to spend time together in the nursery. They are compiling family photograph books for the children, so familiar faces reassure them.

Parents spoken to during the inspection describe how settling-in procedures support the whole family. Parents are reassured that their children are happy, which further supports children emotionally during times of change. Staff support children equally well when they move rooms within the nursery and go on to school. Children make visits with their key person, and staff share summaries of learning and development. This good practice is especially beneficial for children with additional needs.

Staff focus on developing children's emotional, social and communication skills. Children enjoy playing together and older children begin to form firm friendships. Children behave well because staff throughout the nursery provide a consistent approach for children. Staff are positive role models. They help children recognise their feelings of frustration or anger, and encourage them to think about how their actions may affect others. For example, staff use puppets to display different emotions, and children think about what make them feel angry, frightened or happy. Children draw their own faces and demonstrate excellent skills using scissors to cut them out. Later in pretend play, children revisit their ideas and build these into their game to reinforce their learning.

The nursery has a wide range of interesting and challenging toys and equipment to promote children's all round development. Staff follow effective routines and procedures to help keep children safe. They routinely check the safety of the environment and ensure that children understand how to play safely. Staff help children develop their own safety awareness by involving them in checking that the playrooms and garden are free of hazards.

Staff support children's speech development well by speaking slowly and clearly, and giving children time to respond. Children who are learning English as an additional language also progress well. Staff learn a few key words in their home language and use visual timetables to help children understand. Staff encourage children to value differences. For example, children thoroughly enjoyed a parent reading a familiar story to

them in English and Chinese. By developing children's communication skills, staff ensure children are ready to learn with confidence.

Staff promote healthy lifestyles in the nursery. The trained nursery cook prepares balanced, nutritious and appealing meals, which children tuck into enthusiastically. Staff encourage independence as children serve themselves, and use appropriately sized cutlery with growing skill. Staff show children how to open food, such as fruit, and encourage them to have a go and see if they can do it for themselves. The nursery takes part in initiatives, such as the Happy Teeth Award to raise parents' awareness of health issues and deepen children's understanding. Staff consistently praise and encourage children's efforts so they gain confidence and independence. Staff help children feel proud of their achievements, such as displaying 'wow' moments. From a very young age, children learn to put on coats, find a tissue to wipe their nose and put it in the bin, before washing their hands. The children become active, inquisitive and independent learners, so that they are well equipped with the fundamental skills they will need in their future lives.

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

The management team and staff have a thorough understanding of the welfare and learning requirements of the Early Years Foundation Stage. They use effective systems to monitor children's progress and teach children well. As a result, children make good progress in all areas of their learning and development. This includes children who are learning English as an additional language and those with special educational needs and/or disabilities.

The staff and management team make children's safety their highest priority. The management team ensures all staff receive ongoing safeguarding training, and checks that their knowledge remains up to date. For example, they discuss safeguarding at every staff meeting and use quizzes to highlight any gaps. Staff are fully aware their responsibility to share and record any concerns and they follow meticulous safeguarding procedures. The manager organises staff effectively according to their experience and child numbers throughout the day. This ensures children are safe and well supervised at all times. Staff use extensive risk assessments effectively for all indoor and outdoor areas of the nursery. They keep accurate accident records and review these to constantly monitor and enhance children's safety. There are robust recruitment and very thorough induction procedures for staff. This ensures staff are suitable to work with children and understand their roles and responsibilities.

The highly supportive management team generally monitors all aspects of the provision effectively. It promotes staff's ongoing professional development well overall. The manager spends time observing staff practice in all the rooms. This allows her to build trusting relationships with parents, children and staff so that all are confident to share their views. The manager and room leaders share responsibility for supervising and coaching staff. They are assisted by the company's own early years consultant. They oversee the educational programmes, and children's developmental records, effectively to

ensure staff assess children's progress accurately. Through a system of supervision meetings and annual appraisals, staff highlight training they feel would enhance their practice. This supportive and reflective approach has led to a generally skilled workforce that delivers good quality teaching and learning. However, staff have not received further training in some areas, such as mathematics. They have not embedded some aspects of very good practice, covered in other areas of training, such as recognising and supporting children's repeating patterns of behaviour. Nevertheless, children make good progress. They are working comfortably within the typical range of development for their age, in relation to their starting points.

The management team demonstrates a clear determination to continually improve and build upon their already good provision, as they strive to provide the highest standards of care and learning for all children.

### **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

<b>Unique reference number</b>	EY255698
<b>Local authority</b>	Swindon
<b>Inspection number</b>	833102
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	116
<b>Name of provider</b>	Buffer Bear Limited
<b>Date of previous inspection</b>	12/05/2011
<b>Telephone number</b>	01793 605861

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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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