

The Co-operative Childcare Bounds Green

Bounds Green Road, LONDON, N22 7EU

Inspection date	08/01/2015
Previous inspection date	09/01/2014

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

- The nursery staff have good systems for observation, assessment and planning, which they use to ensure that all children progress well and gain skills for their future learning.
- Staff make effective use of the outdoor play areas to support and enhance children's learning and skills.
- Children are developing a positive attitude to learning, as they show good levels of curiosity, creativity and imagination during play.
- The strong partnership between staff and parents contributes considerably to children's well-being at the nursery.

It is not yet outstanding because

- Staff provide fewer role-play resources in the play rooms, which represent children's backgrounds and promote their understanding of diversity.
- Staff miss opportunities to fully encourage children to learn to be responsible for, and look after books, particularly in the pre-school room.

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 held discussions with the manager and area manager.
- The inspector observed the children during play and their interaction with the staff.
- The inspector sampled documents, which included the attendance register, staff records, activity plans, observation reports and the records for risk assessments.
- The inspector took account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The Co-operative Nursery Bounds Green registered in 2013 and is one of 47 nurseries run by a large private provider. It operates from a converted school. Children have access to three outdoor play areas, including a rooftop garden located on the first floor of the building. The nursery provides a service for children from the local community. It is open each weekday from 7.30am to 6.30pm, all-year round, except for Christmas and bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 96 children on roll. The provider is in receipt of funding for the provision of free early education to children aged two-, three-, and four years old. Children attend for a variety of sessions. The nursery employs 25 staff on full- and part-time basis. Of these, 24 hold appropriate early years qualifications ranging from levels 2, 3, 5 and at a degree level. The nursery also employs temporary staff.

What the setting needs to do to improve further

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

- support children in learning how to look after books to further develop their skills in caring for resources and their environment
- develop the range of resources in the role-play area to reflect children's diverse backgrounds.

Inspection judgements

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

Staff consistently make observations on children in all areas of their learning and development. They keep notes on children's individual progress, which they use to inform future planning and provide the necessary support to extend their learning. Children enjoy a broad variety of play experiences indoors and outdoors, which supports their learning and development well. For example, children are learning the sounds associated with letters, particularly in their names as well as objects they see around them. Staff use written labels, for example, on displays, children's coat pets and on equipment indoors, to enable young and older children to develop an understanding that pictures, symbols and letters carry meaning. Staff place colourful posters outdoors, which they use to encourage children to talk about what they observe and their own ideas. Staff provide babies and children with many opportunities to explore mark making using their hands, fingers and writing tools. Staff provide children with clipboards and writing tools in the home area, to help them to learn about writing for a purpose, such as making a shopping list. Older

children are beginning to write some of the letters in their names. This means that children are acquiring the necessary skills they need in preparation for school.

Staff use various activities to support babies and children's communication and language skills. As a result, their vocabulary is developing well. Children's knowledge and understanding of the world is increasing because of the experiences they receive. Staff challenge children to investigate and find out things for themselves. For example, they provide children with a magnifying glass so that they can look closely at bugs and plants to enhance their understanding of living things and the physical world. Children are learning through first-hand experiences, for example, when they place balls on pipe tubes and observe the speed with which they travel down the pipes. Babies and young children have many opportunities to explore and discover in order to make sense of objects and their environment. Children learn about traditional and religious festivals through discussion, books and celebrations. Staff help children to develop a positive self-image through activities such as drawing self-portraits. They ensure that children have access to a range of multicultural dressing-up clothes in or near the role-play areas. However, these resources do not fully represent the different backgrounds that the children come from.

Children have easy and safe access to a wide range of toys and equipment, which enables them to make choices about their play and learning. However, while staff encourage children to help tidy up before meals, they do not always support children to learn to look after books, so that they become responsible for looking after the resources. Staff encourage children's creative skills and imaginative development through activities such as, playdough modelling, arts and crafts, role play and dressing up, which they offer indoors and outdoors. In addition, staff provide real food in the role-play area and this helps to sustain children's imagination and their enjoyment of role play. Staff make effective use of the outdoor play areas to support and enhance children's learning and skills. Consequently, children enjoy learning while getting fresh air outdoors, thus enabling children to explore, discover and take an active part in their learning.

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

The manager work and staff effectively with parents to help ensure that children receive the support they need during their settling-in period at the nursery. This helps to support children's emotional well-being. All children develop a healthy dependence on their key person. This is because they are receptive to children's individual needs. In addition, the manager ensures that a key buddy system is in operation so that children always have a special person to go to, particularly on the days when their key person is not working. Consequently, children develop a warm and trusting relationship with staff.

Children develop confidence as staff praise and encourage them during activities. This helps children to develop positive self-esteem. Children's behaviour is managed well because staff explain the consequences of children's actions, which helps them to understand why certain behaviour is not acceptable. Staff support younger children to learn to share and take turns, particularly during activities and at meal times, which helps to promote children's social skills. Older children are developing good relationships with

other children in the nursery. They are beginning to cooperate and work well, particularly in the role-play area and when helping their friends to fit construction sets together.

Children play in a clean environment where they learn the importance of good personal hygiene. This is because staff implement good daily routines to reduce the spread of germs, therefore, promoting children's good health. Children eat a varied range of food that meets their dietary requirements and staff help them further to develop healthy eating habits. Staff follow babies' individual routines for milk feeds, which contributes to children's continuity of care and physical well-being. Children help themselves to fresh drinking water when they need to and staff ensure babies receive regular drinks to stop them from getting thirsty. Children enjoy daily physical play outdoors. They use a variety of equipment, such as slides, climbing frames and tricycles to develop their balance and coordination skills. Staff offer babies and young children plenty of support and resources to help them try out new movements, such as crawling, walking, pushing and pulling play equipment. Children develop a growing sense of their own safety as they practise the emergency evacuation procedures with staff on a monthly basis and learn about road safety during topics and outdoor play.

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

The manager and staff team effectively implement the safeguarding procedures to help ensure children are safe, secure and to promote their general well-being. For example, staff have a secure knowledge of child protection issues and know how to proceed if they have any concerns about the welfare of a child in their care. They give priority to keeping children safe indoors and outdoors through daily risk assessments, the use of closed-circuit television and regular checks on the maintenance of fire safety equipment. The manager ensures the nursery building is secure and that children do not leave the premises unsupervised at any time. Staff monitor all authorised visitors on the premises so that children are kept secure. At least half of the staff team hold a paediatric first-aid qualification and as a result of this, children receive appropriate care if they sustain injury. The management team have effective recruitment and vetting procedures to ensure members of staff looking after the children are suitable to do so. They offer their staff good opportunities for professional development through induction programmes, supervision, appraisals, and ongoing training. As a result, the new manager and staff are all clear about their role and responsibilities to promote the welfare, care and learning of the children.

The management and staff team have appropriately addressed the action and recommendations set at the last inspection. They now effectively deploy staff throughout the day so that there are sufficient staff working directly with the children, particularly during activities, at routine times and during free play. This helps to keep children engaged in their play so that they gain enjoyable experiences. Furthermore, the management team employ additional support staff to carry out cleaning tasks so that nursery staff can spend further quality time with children during the lunch period. The management have reviewed and changed the system for observation and assessments so

that staff can use other form of documentary evidence, such as tick sheets and photographs to monitor children's progress.

The manager and staff are committed to making continuous improvements to the outcome for children. Staff develop a genuine partnership with parents. This includes encouraging parents' involvement in their children's learning and valuing parents' views about the nursery. All of which contributes to children's well-being and their development. Parents say that they are very happy with the care their children receive and the continuing progress they are making in their development. The nursery has developed links with local schools in order to prepare children for their transfer to school.

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	EY467308
Local authority	Haringey
Inspection number	962969
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	95
Number of children on roll	96
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	09/01/2014
Telephone number	02088880620

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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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