

The Co-operative Childcare Poole



Carter Community School, Blandford Close, POOLE, Dorset, BH15 4BQ

Inspection date 8 April 2015
Previous inspection date 6 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children enjoy the time they spend at the nursery. Staff are attentive to children's needs and encourage them to feel safe and secure. Children build trusting relationships with staff and with one another.
- Staff plan a broad range of activities based on children's interests and learning needs. They use an effective assessment system to monitor children's progress to identify and address any gaps in their learning.
- Children benefit from freshly cooked meals, which promote their good health. Staff extend children's understanding of healthy lifestyles through discussion and books.
- Positive partnerships with parents, carers and external agencies enable staff to meet children's individual needs well. This means that all children are well supported to make good progress, including those with specific needs.
- Staff make children's safety a priority. They have a good understanding of child protection issues and the procedures to follow if they have concerns.
- Effective self-evaluation includes the views of staff, parents, children and external agencies. Staff continue to develop the provision to enhance children's experiences.

It is not yet outstanding because:

- The outside area does not extend children's skills fully in moving and climbing. There are limited challenging resources to encourage children to take calculated risks and explore different levels and surfaces.
- Staff sometimes miss opportunities to encourage children to extend their understanding of mathematics and early writing skills in meaningful situations.

What the setting needs to do to improve further

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

- develop the outside area to provide more challenge in order to extend children's physical development and risk-taking skills
- extend opportunities for children to build on their understanding of mathematics and writing for a purpose.

Inspection activities

- The inspector observed children's activities and staff interaction in all sections of the nursery and the outside area.
- The inspector talked with children and staff at appropriate times during the inspection. The inspector interviewed the manager, deputy manager and area manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at samples of documentation, which included policies and children's records.
- The inspector talked to parents and took account of their views.

Inspector

Brenda Flewitt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of the learning and development requirements. They provide a stimulating environment where children learn through play and exploration. Overall, there is a wide range of good quality play equipment that children can select independently to extend their own play and learning. Children enjoyed planting seeds, making choices and skilfully transferring soil into pots. Staff encouraged them to water the seeds to make them grow tall. However, they did not expand on the concept of height or consider encouraging children to write labels. Therefore, staff did not promote children's early writing and mathematical skills fully. Children listen well to stories and choose independently from a good range of books. They are starting to recognise their written names as they see labels used in daily routines. Staff provide a range of materials for children to investigate using their senses. Various outings in the local area and visitors into the nursery enhance children's learning and life experiences.

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

Staff use detailed information from parents to enable them to respect babies' home routines and help children to feel safe and secure. Staff display family photographs and enable children to take specific toys home in order to encourage children's sense of belonging and language skills. Children behave well; they learn the rules that make a harmonious group, respecting the feelings of others. Staff praise children regularly, which boosts their self-esteem and confidence. Children develop increasing independence in self-care skills such as managing clothes and personal hygiene. Older children learn to pour drinks and serve their own lunches. These types of skills are important to help children to be ready for their move on to school.

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

Staff work well as a team and, as a result, provide good supervision to keep children safe and support their learning. There are clear recruitment and induction procedures to check that staff are suitable to work with children and understand their responsibilities. Regular supervision helps to monitor staff effectiveness and identify areas for their personal development. Staff attend regular training to update their knowledge and develop the provision. For example, they have added resources to the outside area to encourage children's imaginative ideas in construction. However, there are not many large resources outside for children to extend their physical skills fully. Nonetheless, management and staff continue to evaluate the quality of the provision through quality assurance schemes and regular monitoring. They have recently improved the observation and assessment system, resulting in more effective planning of activities linked to children's interests.

Setting details

Unique reference number	EY268646
Local authority	Poole
Inspection number	837302
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	59
Number of children on roll	89
Name of provider	Buffer Bear Limited
Date of previous inspection	6 July 2011
Telephone number	01202 684 064

The Co-operative Childcare Poole registered in 2004. It is one of 47 nurseries run by The Co-operative Childcare. The nursery operates from four playrooms within the school buildings at Carter Community School, Poole, in Dorset. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. A team of 15 members of staff work with the children. Of these; one has Early Years Teaching Status, one is qualified at level 4 and most of the others hold early years qualifications at level 3. The nursery receives funding to provide early education for children aged two, three and four years.

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