

The Co-operative Childcare Watford Junction



Watford Junction Station, Station Road, WATFORD, WD17 1AB

Inspection date	13 August 2015
Previous inspection date	4 September 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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 play a key role in their learning. Staff use information about younger children's interests to build a daily plan that meets every child's passion. Pre-school children take part in the 'children's council' to suggest activities. Children develop good self-esteem and are very self-assured.
- Children develop a strong bond with their key person and second key person. Staff use well-planned settling-in routines. Detailed care plans completed by parents help staff to fully support children's well-being.
- Leadership is strong and the management team's commitment to continuous improvement is evident. They review and critically evaluate their practice. Leaders frequently observe staff and give feedback to help them to reflect on their practice. Staff have diligently addressed all recommendations made at the last inspection.
- Staff have a thorough knowledge of safeguarding issues and attend regular training. They understand how to promote children's health and well-being and know the process to follow should they have concerns about children's welfare.

It is not yet outstanding because:

- On occasion, some staff do not give children sufficient time to choose how to manage activities themselves or to consider the resources they will need to complete them.
- Some staff do not provide children with consistent opportunities to demonstrate their understanding of the need for safety during routine play activities.

What the setting needs to do to improve further

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

- expand the opportunities for children to choose the resources they need during adult-led activities and to seek help when they need it
- provide more opportunities for children to consider and understand the need for safety when carrying out routine daily activities and during play.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector spoke with some parents and took their views into account. The inspector also reviewed parents' views and opinions through written compliments and surveys.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector and manager carried out a joint observation and discussed the activities observed.
- The inspector and manager met to discuss the management of the setting.
- The inspector reviewed the self-evaluation processes and documents.

Inspector

Lynne Talbot

Inspection findings

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

The well-qualified staff understand the learning and development requirements of the Early Years Foundation Stage. They accurately assess children's development and provide experiences that foster learning for all children. Babies explore their environment, developing their understanding of how things work. They investigate sensory experiences, such as mirrored tunnels and mixing water with cornflour. Staff make good use of indoor and outdoor activities to encourage early communication and to support children's growing confidence. Toddlers and pre-school children use their mathematical knowledge and practise writing when creating displays together. Children make marks in foam, competently use computers and use magnifying glasses to observe insects. They use puppets and props with story-and-song bags. Children initiate some activities, such as collecting rainwater to add to the sand and observe what happens. Child-led activities and staff support helps children to successfully acquire the skills they need for school. However, during some adult-led activities children do not always choose their own resources and manage tasks themselves to optimise their learning.

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

Staff are good role models who take every opportunity to promote positive behaviour. Children socialise together during some periods of the day, such as when in the garden area. Staff keep parents fully informed about how children's move from one room to the next will take place. Menus are planned carefully to ensure that every child's nutritional needs are met. Older children competently serve their own meals. This forms part of their preparation for moving on to school, alongside the planned programme of activities that takes place. Older children complete formal risk assessments. However, during play some staff do not always offer them sufficient encouragement to make use of their understanding for safety. Babies and children are very active. Staff plan carefully for outdoor learning to make sure they provide for all the different areas of learning. The free-flow covered area enables children to freely access the outdoor environment.

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

Regular reviews of all procedures ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. Recruitment and induction are robust. A clear training programme plays a key role in helping staff improve their practice. Recent courses, such as the development of leadership for room leaders, assists them in driving standards even higher. Staff vigilantly review the progress in learning made by all children. They ensure that children, including those who speak English as an additional language, make good progress. Staff embrace opportunities to explore cultures and languages with children. Parents translate key words to make dictionaries while children record 'voice boxes' in several languages. Parents play a significant role in the nursery. They inform staff of children's achievements made at home, share resources, such as treasure bags for babies, and take part in parent forums.

Setting details

Unique reference number	130628
Local authority	Hertfordshire
Inspection number	1010693
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	57
Number of children on roll	86
Name of provider	Buffer Bear Limited
Date of previous inspection	4 September 2014
Telephone number	01923 207065

The Co-operative Childcare Watford Junction was registered in 1994. The nursery has been part of The Co-operative Childcare since 2011. The nursery employs 23 members of staff. Of these, 19 staff hold appropriate early years qualifications at level 2, level 3, level 4 or level 5. The nursery opens from Monday to Friday, for 52 weeks of the year, except for bank holidays. Sessions are from 7am to 6.30pm.

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