

# The Co-operative Childcare Maida Vale

Essendine Road, London, W9 2LR



## Inspection date

14 December 2015

Previous inspection date

6 January 2015

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- Leaders and managers have not ensured there are robust systems in place to monitor the quality of teaching, learning and assessment. Consequently, the organisation of some routines and activities do not always maintain children's interest to ensure they all make good progress. As a result, outcomes for children require improvement.
- Not all staff explain clearly to children why some behaviour is not acceptable. As a result, personal development, behaviour and welfare require improvement because children do not always learn how to manage their own behaviour effectively.
- Staff do not always give children sufficient time to practise skills such as pouring their own drinks or to follow requests to tidy away their resources.

### **It has the following strengths**

- A parents' forum allows parents to participate in the nursery and take part in their children's care and development.
- Young children benefit from the large space available, which staff use well to engage them in one-to-one activities. Children delight in developing their early reading skills, as staff help them to learn to turn pages in books.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ ensure the quality of teaching is consistently effective and that staff organise routines and activities so that children have the opportunity to make the best progress possible	01/04/2016
■ ensure children's behaviour is managed consistently well to help them learn why some behaviour is unacceptable and how to manage their own behaviour	01/04/2016
■ ensure children are given consistent opportunities to develop their independence, for example by practising important skills, and to complete tasks such as tidying away their own toys.	01/04/2016

### Inspection activities

- The inspection was carried out following concerns being raised about safeguarding.
- The inspectors observed activities and spoke with children and staff at appropriate times during the day.
- The inspectors held discussions with the nursery managers.
- The inspectors spoke with a sample of parents and took account of their views.
- The inspectors carried out a joint observation with the managers.
- The inspectors looked at a sample of policies, procedures and records, including those used for checking the suitability of staff.

### Inspectors

Malini Mandalia / Felicity Gaff

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The new manager is making a difference and is working quickly to improve practice. However, overtime systems to evaluate and supervise staff have not had an impact on improving teaching and learning. Arrangements for safeguarding are effective. The lead practitioner for safeguarding has gained a deep understanding of her roles and responsibilities through attending suitable training. Staff count children in and out of the building and supervise them at all times. Secure recruitment processes are followed and the required checks are in place for all staff. Leaders and managers follow the nursery's disciplinary procedures when necessary. Parents who spoke to inspectors say that they are happy with the nursery and have noticed the recent improvements.

### Quality of teaching, learning and assessment requires improvement

Children explore the well-resourced environment freely. Staff effectively support babies who are ready to stand and walk independently. Consequently, babies confidently climb onto ride-on toys to support their physical skills. Inspectors observed younger children concentrating as they buried their toy cars in sticky slime. However, sometimes children lose interest when staff do not extend their learning. Staff introduce some mathematical language to help children solve simple problems, for example encouraging older children to compare the sizes of small and big bears. Older children have daily opportunities to develop their language skills by describing to other children, why their special toy is special to them. Staff take account of children's interests when planning activities but do not always organise them well enough to engage all children.

### Personal development, behaviour and welfare require improvement

Staff develop early language skills, for example by encouraging babies to babble and toddlers to repeat rhymes when changing their nappies. Older children are familiar with the established routines. They happily form a queue to move safely around the nursery, for example when going downstairs to use the outdoor area. However, not all staff explain clearly why children should listen to each other or line up. Staff do not always organise routines to minimise waiting times, resulting in some children becoming unhappy. Children show concern for others if they are upset. Children have many chances to learn to manage their personal needs and to become independent. However, some staff are too quick to complete simple tasks that children could do for themselves. Staff take care to maintain hygienic routines when changing children's nappies. Children develop positive attitudes towards healthy eating and exercise. Children who speak English as an additional language receive useful support to develop their communication skills. They enjoy daily opportunities to play in the outdoor area and benefit from healthy and nutritious meals.

### Outcomes for children require improvement

Overall, children make steady progress in their learning and gain the important skills they need to move on to the next stage in their learning. However, staff do not always plan suitably demanding activities to ensure outcomes for all children are consistently good.

## Setting details

<b>Unique reference number</b>	135099
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1034180
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	109
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Buffer Bear Limited
<b>Date of previous inspection</b>	6 January 2015
<b>Telephone number</b>	0207 121 0077

The Co-operative Childcare Maida Vale is one of a chain of nurseries which registered in 2000 and is run by Buffer Bears Limited. It is located in the Maida Vale area, in the City of Westminster. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 84 children on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The nursery opens from 8am to 6pm, Monday to Friday and operates all-year round, with exception of bank holidays. The nursery offers full- and part-time places. The nursery employs 39 staff. Of these, 28 staff hold relevant early years qualifications, including three staff with early years degrees. The nursery employs a cook and an assistant. The provider receives funding for the provision of free early education for children aged three and four years.

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