

Old Co-operative Day Nursery

7-9 Wallace Street, Gotham, Nottingham, Nottinghamshire, NG11 0HJ

Inspection date

14/10/2014

The quality and standards of the early years provision

This inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children show they feel extremely safe, secure and happy in the nursery and arrangements for safeguarding the children are robust. An extremely effective key-person system, which clearly works in practice, provides children with stability and helps them to form positive relationships and gain confidence and self-esteem.
- Children's learning and development is closely monitored through precise assessment and includes all those involved in their learning. Consequently, the planning and teaching is sharply focused and leads to rapid development for children, taking account of their starting points.
- A superb and dynamic supportive management system is in place. Practitioners are encouraged to take on additional responsibilities within the nursery, which raises morale and makes them feel valued and highly motivated. Consequently, practitioners are enthused and knowledgeable.
- Children benefit hugely from the highly successful partnership between the practitioners and parents, ensuring key information is shared between them.
- The owner/manager and practitioners within the nursery work very well together and are absolutely committed to continually improving their service for all the children and families in their care. The nursery actively self-critique themselves to monitor the quality of teaching and learning.
- Children are very successfully prepared for their transitions both from room to room within the nursery and ultimately onto school. The practitioners work very closely with each other, with the children's parents and with other providers to ensure that each child's needs are taken account of to help them with the change.

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 activities in all the areas used for childcare.
- The inspector carried out a joint observation with the owner/manager.
- The inspector spoke with the owner/manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's development records, planning documentation, and a selection of policies and children's personal records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the owner/manager's self-evaluation form and improvement plans.
- The inspector took account of the views of parents via the settings recent parent questionnaires.

Inspector

Sue Riley

Full report

Information about the setting

Old Co-operative Day Nursery Ltd opened in 1992 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. It operates from a converted building in Gotham village in Nottinghamshire. The nursery serves the immediate locality and also the surrounding areas. Children are cared for on two floors and have access to an enclosed outdoor play area. There are currently 10 practitioners working directly with the children. Of these, one practitioner holds Early Years Professional status, two have appropriate early years qualifications at level 4, three at level 3 and four practitioners are currently working towards a qualification. The nursery opens five days a week from 7.30am until 6pm all year round except on bank holidays and for a week at Easter and Christmas. Children attend for a variety of sessions. There are currently 65 children on roll, of whom 28 are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year old children. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- continue to carefully evaluate the impact of changes and improvements in the tracking of children's development in order to maintain the excellent progress they make as well as the partnership with parents.

Inspection judgements

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

The practitioners have an outstanding knowledge of the Early Years Foundation Stage and use this in an exemplary manner to support children's learning and development. The indoor and outdoor environment contain an extensive range of quality resources, which support children in acquiring the skills, attitudes and dispositions they need to be ready for school. Educational programmes cover all areas of learning and practitioners plan activities, which are based on children's developmental next steps and interests. Practitioners have an excellent knowledge of the learning needs of children in their key group as assessment and tracking processes are firmly in place. The nursery implements the progress checks for children aged between two and three years highly successfully and all related documentation is in place. As a result of the highly effective assessment and recording of children's progress, parents receive a very clear picture of where their children are in their learning and are actively encouraged to be involved in their children's learning and development within the nursery. They plan a range of interesting activities which ensure that learning opportunities are precisely matched to children's individual learning needs. For example, the babies have fun as they explore the toy ducks in the

water. Children in the toddler room enjoy themselves as they take part in a group welcome time in a den and the preschool children think about what pirates do in their pirate ship. This shows that practitioners consistently reflect on children's needs and provide activities targeted to their learning style. This raises children's attainment to the highest level.

Teaching is outstanding. Practitioners use inspirational teaching strategies, which enthuse children and engage them in learning. For example, children enjoy observing slugs in the outdoor area. Practitioners encourage children to use magnifying glass so children can observe the slugs more closely. They also ask questions to make children think, the children are then very keen to show the inspector what they have found and tell her all about the slugs. Practitioners show an excellent understanding of effective teaching and skilfully use resources to engage children in learning. For example, practitioners support children at the activities, they follow children's leads and give suggestions on how to extend their learning. Practitioners join in with children's play and ask questions, which support early language and communication skills. Children are extremely enthusiastic learners and explore the resources and environment with extremely high levels of confidence.

Parent partnerships are superb and practitioners nurture these relationships, which enhances all aspects of children's development, care and learning needs. Relationships flourish in innovative ways. For example, prior to starting at the group children are invited to sessions, which allows parents to discuss their children's developing skills at home. In addition, parents complete an All about me document, which contributes to the baseline assessment. Methods of communication are excellent and include an informative website, display boards, text messaging service and parent questionnaires. Learning is supported in the home through suggesting activity ideas for parents to undertake at home in weekly newsletters and chatterbox activities. Parents share observations from home, which practitioners use within the assessment process. Consequently, the views of parents contribute greatly to children's learning and development. Children's transitions to school are extremely well supported. For example, children have the opportunity to go on visits to school with their key person and teachers are invited into the nursery to meet the children and join in with their play. In addition, practitioners complete transition documents, which means that all carers are aware of children's care and learning needs. This means that children are emotionally extremely well prepared for change and transitions to school.

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

There is a highly effective key-person system in place. Positive attachments are evident and children have excellent relationships with practitioners. For example, children invite practitioners to join in their play, ask for help and make their needs known. Practitioners are extremely caring and nurture children's needs well through having highly effective settling-in procedures. For example, children and parents do visits to the nursery and form friendships with their peers. Practitioners are excellent role models for children and superb bonds are in place. They enthusiastically join in with play, facilitate learning, role model resources and extend children's thinking through posing questions. Children's behaviour is

exemplary; they support other children as they play and politely use their manners. There is a behaviour policy in place and procedures are effectively implemented, which offer age-appropriate strategies. Children listen to practitioners requests and enjoy receiving praise as they undertake tasks. This supports children's self-esteem and confidence. This means that children's well-being is expertly supported.

Children's safety is given the highest priority due to comprehensive risk assessments for the indoor and outdoor areas. Children are well supervised due to the effective deployment of practitioners. In addition, risks are assessed every time children take part in a new activity or use different resources. Practitioners undertake daily safety checks. This means that potential hazards can be identified and, therefore, risks are minimised. Children understand the concept of risk and safety through taking part in discussions with practitioners. For example, when taking the older children on school runs, or when taking children on local outings, road safety is discussed with the children. They also learn about safety through taking part in regular emergency evacuations. Children have an excellent understanding of routines. In addition, the pre-school children self-register themselves in the morning and understand the concept of the importance of registration to ensure safety. This shows that children have a high level of independence. High quality resources engage children and inspire learning. The environment celebrates children's achievements and artwork adorns the walls, so that children contribute to their own quality environment. As a result, children's learning is significantly enhanced.

Practitioners promote healthy lifestyles and the importance of exercise, through daily access to the outdoor area, music and movement sessions and exploring the outdoor local environment. The outdoor area is well thought out and incorporates all areas of learning. Planting in the area has been specifically thought out to present a range of sensory experiences for children as they play. Children enjoy digging in a mud kitchen and eagerly hunt for bugs in the sensory box of logs. They are independent and have excellent self-care skills. For example, children eagerly put their own coats on when going out to play. Children understand the importance of living a healthy lifestyle as practitioners give clear messages. For example, children plant and grow a range of vegetables, which are incorporated into their meals. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. Individual care needs are well supported and menus cater for all dietary requirements. The children benefit greatly from the carefully balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together in small social groups. They learn how use utensils correctly and scrape their own plates when finished. This helps to prepare them for school readiness and promotes independence.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the owner/manager and all practitioners. This means that children are safeguarded and extremely well protected in the setting. All practitioners attend

safeguarding training and procedures are discussed at the regular practitioners meetings, which continually enhances their knowledge. Practitioners show an excellent awareness of how to keep children safe. For example, they are aware of the appropriate authorities to contact should they be concerned about a child's welfare. There are effective procedures in place for the safe recruitment of new practitioners. The owner/manager ensures that appropriate suitability checks are undertaken on every practitioner and there are excellent systems in place to further support children's safety. Robust induction processes, appraisals, peer observations and regular supervisions are in place. Practitioners ensure that children's safety and security are given the highest regard through ensuring that all visitors are logged in on entry, daily registers are maintained and regular head counts are undertaken. This shows that practitioners give utmost priority to the welfare of children in their care.

The owner/manager and the Early Years Professional monitors teaching and learning and regularly gives feedback to practitioners. The management team have high expectations and undertake their own quality assurance scheme where they continually identify areas of development. They set their own targets for the nursery as a whole, each room and for each practitioner. There are action plans in place which are reviewed regularly to ensure that progress is consistent and ongoing. Practitioners have excellent access to regular training opportunities and attend network meetings where they share effective practice with other providers. The owner/manager also provides training for the other providers. This supports practitioners in evaluating their practice and allows practitioners to constantly refresh their knowledge to significantly enhance their practice. There are very good methods of tracking children's progress, which means that support is targeted and they make excellent progress in their learning and development. In addition, they are currently making changes and improvements in how they record this information. This is being tested with some parents as this will further enhance the partnership working. This means that any gaps in children's learning can be identified by even more effective monitoring. This ensures that practitioners provide purposeful and developmentally challenging activities. The owner/manager and practitioners have reflected on their practice since the last inspection and monitoring visit. They have worked extremely hard to obtain their previous outstanding judgement. They have addressed the actions raised in keeping with their ethos of excellent practice.

Practitioners have an excellent understanding of the importance of partnership working, which ensure that children's needs are comprehensively met. Excellent links with a range of professionals are in place to support children's needs. These include local schools, childminder's, other providers and local authority advisers. Partnerships with parents are excellent and the owner/manager and practitioners welcome parent contributions to ensure that the highest level of service is provided to meet children's needs. Parents complete feedback questionnaires and are extremely complimentary about the setting. Comments include, that the practitioners are always very friendly, and they found the settling-in visits really helpful. Parents state that the transition arrangements had been excellent and things had gone very smoothly for their children. They comment on that their children are always happy and they receive very good feedback around how children are developing and the practitioners give them lots of ideas to encourage learning at home. The owner/manager are very supportive of practitioners and their caring and approachable manner ensures that practitioners feel able to talk openly about any issues

they have or new ideas they would like to implement. As a result, they feel valued and appreciated. All children are included and supported extremely well and the nursery promotes equality and diversity highly successfully. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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	253394
Local authority	Nottinghamshire
Inspection number	982592
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	65
Name of provider	Old- Co-operative Day Nursery
Telephone number	0115 9830003

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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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