

# The Co-operative Childcare Waterloo

21 Frazier Street, London, SE1 7BD



## Inspection date

28 June 2016

Previous inspection date

4 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers set high expectations for children's achievements. Based on their expert knowledge of how children learn and develop, they plan carefully and take concerted action to make improvements where they are needed.
- The quality of teaching is good. Staff provide a wide range of challenging activities, based on children's needs and interests. They teach new skills and explain ideas well so that children are secure and confident in their learning.
- Children play and learn enthusiastically in the wonderfully stimulating outdoor and indoor areas. Babies explore well-chosen play activities safely using all their senses. Older children become absorbed in building, creating and drawing.
- Staff focus effectively on promoting children's personal development. Children become confident communicators who are able to express their needs. This includes children who are at an early stage of learning English.
- Staff form purposeful relationships with parents to ensure good continuity in their child's care routine. Staff support children's emotional well-being sensitively as they prepare to move on from room to room in the nursery and move to school.

### It is not yet outstanding because:

- Leaders and managers recognise there is more to do to focus their in-house development programme.
- Staff have had limited success in involving parents in extending their child's learning at home to promote children's progress as fully as possible.

## What the setting needs to do to improve further

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

- develop highly focused programmes of continual professional development for all staff, to strengthen their good practice further
- involve parents more in extending their child's learning at home, to promote children's progress as fully as possible.

### Inspection activities

- The inspector observed activities indoors and outside. She spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the provider's representative and the manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those relating to checks on the suitability of staff.
- The inspector spoke with parents and took account of their views and written feedback to the nursery.

### Inspector

Christine Davies HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider's recruitment, induction, supervision and training procedures ensure staff are suitable to work with children. Staff follow the nursery's comprehensive policies and act promptly to secure early help if they have concerns about a child's welfare or development. Leaders and managers use an effective framework of monitoring to review the work of the nursery continually and make positive changes. For example, the nursery has developed partnerships with local schools to support children well. The manager successfully led the reorganisation of story, construction and creative areas to improve children's literacy and mathematics. Managers inspire staff to develop their practice through effecting coaching. However, staff do not all benefit from specific targets in the nursery's programme of peer observation and development.

### Quality of teaching, learning and assessment is good

Staff assess children's progress accurately and make comprehensive activity plans. Children concentrate and learn intensely when staff work alongside, offering comments, encouragement and new words to extend their knowledge. For example, babies learn to balance as they are encouraged to stand and splash in a water tray. Toddlers become confident counting to 10 and beyond in everyday activities such as painting. Older children choose from a wealth of models and creative materials to recreate stories. Staff exchange information effectively with agencies including the speech and language team to enhance their assessment. Staff take account of each parent's views, although they do not model and suggest how parents can extend their child's learning further at home.

### Personal development, behaviour and welfare are good

Communication between staff and parents ensures each child's emotional well-being is supported well. Parents appreciate the daily updates on their child's progress, particularly when children are settling in or have special educational needs and/or disabilities. Staff and parents make sure children move on within the nursery at a time that is right for them. Staff foster children's confidence in their learning. They teach children about similarities and differences through sharing stories, songs and rhymes from children's diverse religions, languages and cultures. With clear guidance from staff, children learn to move around safely and make healthy choices in their eating. They gain a good range of independence skills and are well prepared for moving on to school.

### Outcomes for children are good

Two-year-olds who receive funded early education and who have starting points below those that are typical for their age catch up and keep up. This includes children who speak English as an additional language. Children gain the physical, personal and social skills that prepare them well for moving on to the next step in their learning and to school. With highly effective teaching, pre-school children make good progress. They are working comfortably in the range of development typical for their age in literacy and mathematics. They use mathematical ideas, for example to compare sizes of construction bricks. They enjoy looking things up in books and learning to write their name recognisably. They competently use a range of desktop and handheld information technology devices.

## Setting details

<b>Unique reference number</b>	EY286079
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	1051612
<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 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Buffer Bear Limited
<b>Registered person unique reference number</b>	RP900888
<b>Date of previous inspection</b>	4 April 2013
<b>Telephone number</b>	020 7593 1342

The Co-operative Childcare Waterloo opened in 2004. It is owned by a company providing childcare in 44 nurseries across the country. The nursery offers funded early education places to children aged two, three and four years. The nursery supports children who have special education needs and/or disabilities and children who speak English as an additional language. The nursery operates from Monday to Friday from 7.30 to 6.30pm throughout the year, except for bank holidays. The nursery employs 22 staff including the manager, of whom 17 hold appropriate early years qualifications and two staff are working towards qualifications. The nursery also employs a chef and two cleaners..

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