

The Co-operative Childcare Croydon

Croydon University Hospital, 530 London Road, Thornton Heath, Surrey, CR7 7YE



Inspection date	4 January 2017
Previous inspection date	14 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children begin to learn the skills they will need to help them in their future learning. For example, they learn independence and confidence.
- The manager and staff know the children very well and adapt their practice to suit children's individual needs. All children make good progress from their starting points.
- Children benefit from a positive settling-in procedure and staff begin to work on helping children make good progress from the start.
- Staff support children's developing self-esteem effectively. For example, staff praise children and cuddle them to develop their emotional well-being.
- Children form warm and secure attachments to the staff. They flourish in the welcoming, safe and happy environment.
- Children learn skills that help them get ready for school. For example, they manage their personal hygiene routines well and successfully put on their own coats and shoes.

It is not yet outstanding because:

- The manager and staff do not consistently seek the views of children to help them improve their experiences at the setting even further.
- The manager and staff do not make the best use of all opportunities to give parents details on how they can help extend their children's learning at home.

What the setting needs to do to improve further

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

- build on opportunities for children to give their views to help improve their experiences at the setting
- develop ways to support parents to continue their children's learning at home.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and carried out a joint observation.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

Inspector
Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff know what to do if they have a concern about children's welfare and who to contact. Safeguarding is effective. The manager and staff share information with teachers effectively and help children prepare for their move to school. This helps provide continuity in their learning. They keep up to date with new legislation and practice changes. The manager monitors and supervises staff effectively and gives them guidance. She is supportive and provides staff with training to improve their teaching skills. For example, after attending training, staff are more aware of how to support children in their play. The manager and staff monitor children's progress, identify any gaps in learning and put plans in place to help ensure all children make good progress.

Quality of teaching, learning and assessment is good

Staff effectively plan activities for children of all abilities. For example, during a role-play activity, staff used exaggerated gestures for younger children and extended language by adding vocabulary, such as 'stethoscope' and 'skeleton', for older children. Staff support children's understanding of mathematics well. For example, children count and begin to do simple additions and subtractions. There is a wide range of resources, toys and equipment. Children learn to explore the natural world. For example, children explore the resources of the mud kitchen. Staff effectively develop children's thinking skills and ask challenging questions. For example, staff ask, 'What is the red planet called?'

Personal development, behaviour and welfare are good

Children are confident and happy and their behaviour is good. Staff act as positive role models. Children learn about healthy food and the effect drinking water has on the body. For example, when discussing being healthy, staff talk with children about becoming dehydrated if they do not drink enough and what this means. Children develop good social skills, for example, through a wide range of interesting experiences including visits to the local mosque. Staff keep children safe and minimise risks and discuss how discarded toys can be a trip hazard. Staff teach children about rules and how to work together. For example, children have a council and agree on appropriate behaviour.

Outcomes for children are good

Children are prepared effectively for school. For example, they practise writing their names, use book bags and have a uniform like they will at school. They discuss similarities and differences and children begin to understand cultural diversity. Children's physical skills develop well, for example, when they play outside on large equipment. Children learn good communication and language skills. For example, they engage with staff in conversation about feeding dinosaurs. Children learn independence and are aware of their own needs. Children learn to share, take turns and play together successfully.

Setting details

Unique reference number	124902
Local authority	Croydon
Inspection number	1061298
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	65
Number of children on roll	96
Name of registered person	Buffer Bear Limited
Registered person unique reference number	RP900888
Date of previous inspection	14 March 2013
Telephone number	020 8401 3819

The Co-operative Childcare Croydon registered in 1999. It is situated in the grounds of Mayday University Hospital in the London Borough of Croydon. It is open Monday to Friday from 6.45am until 6.30pm throughout the year. The setting provides funded education for children aged two, three and four years. There are 24 staff. Of these, two hold an early years degree, and 20 hold early years qualifications from levels 2 to 4.

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