

The Co-operative Childcare New Addington

Castle Hill Academy, Dunley Drive, New Addington, Croydon, CR0 0RJ



Inspection date

30 August 2017

Previous inspection date

12 February 2014

| 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

- Staff are strong role models and create a positive and welcoming environment for children. They support children's good behaviour well, and children learn to be kind, considerate and respectful of others. They listen to each other's views and gain good social skills, making friends easily.
- The manager monitors children's progress closely and quickly spots any gaps in the learning of different groups, such as with funded children. She makes effective changes to help all children progress well and achieve good outcomes, for example, adding small-group sessions to support children's communication skills further.
- Staff observe children's play regularly and assess their development closely. They plan precise next steps in learning for each child and record what children enjoy and are interested in each week. They use their good knowledge of each child to plan a very stimulating and inclusive learning environment.
- The manager is very well supported by a strong senior management team. They work together successfully to evaluate the effectiveness of the nursery and identify areas to improve further. They actively encourage the views of staff, children and parents. For example, children take part in 'children's council' meetings, sharing their own ideas.

It is not yet outstanding because:

- At times, staff do not support pre-school children fully to solve problems and work things out for themselves.
- Occasionally, staff miss opportunities to encourage children to attempt things for themselves and develop their independence further.

What the setting needs to do to improve further

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

- give pre-school children more opportunities to work things out and solve problems
- encourage children to attempt more tasks for themselves to support their independence further.

Inspection activities

- The inspector observed teaching practices and the impact on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and held discussions in relation to children's learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The ambitious manager has a strong vision for the nursery and leads her staff with enthusiasm. She knows their individual strengths well and spends time observing their practice, identifying relevant further training. For example, after recent training, staff have introduced exciting daily opportunities for children to develop their early literacy and physical skills. The manager and staff continue to make positive changes to the nursery. For instance, they have greatly improved parent partnerships and keep parents fully updated with their children's learning. They offer a wide range of activities and resources for parents to take home, to help extend children's learning further. Safeguarding is effective. The manager and staff are well trained. They have an up-to-date knowledge of how to deal with any child protection concerns and follow thorough procedures.

Quality of teaching, learning and assessment is good

Staff plan a wide variety of experiences for children and support their learning well. For example, pre-school children enjoy creating their own 'bus' using boxes and materials. Staff encourage children to talk about bus journeys they have taken and to recognise the shapes they use, such as 'circles for wheels'. Staff skilfully support two-year-old children to investigate. For example, children enjoy mixing colours together and describing the changes. They then dip dry pasta into the coloured water to check what colour it turns. Staff consistently commentate on what babies see, do and hear. They use simple language to describe their play and reinforce first words. Staff encourage young children to explore the world around them. Children excitedly water plants in the growing area. They talk about the soil becoming wet and discuss how water helps plants to grow.

Personal development, behaviour and welfare are good

Staff are friendly and caring. They create a nurturing environment where children feel happy, valued and secure. Babies happily go to staff for cuddles when they need attention, and older children enjoy sharing their achievements with them. Children have plenty of opportunities for physical play and exercise. For instance, they enthusiastically join in with yoga sessions, practising movements such as 'stretching up as high as a tree'. Children enjoy exploring the very well-resourced outdoor area. Young children carefully walk along balance beams, and older children use challenging climbing equipment safely. Children learn about their community and take part in special fundraising events to help raise money for local charities.

Outcomes for children are good

All children are well prepared for the next stage in their learning. Babies are very physically active. They explore the outdoor area with confidence and walk from an early age. Older children develop good mathematical skills and enjoy counting and weighing toys as they play. They are very imaginative and enthusiastically act out storylines in their play, such as driving to the shops to buy ingredients for dinner. Children are confident, motivated and keen to learn. They enjoy creative activities, such as making prints with flowers. Children communicate well, expressing their thoughts and feelings.

Setting details

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| Unique reference number | EY302223 |
| Local authority | Croydon |
| Inspection number | 1068745 |
| 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 | 84 |
| Number of children on roll | 84 |
| Name of registered person | Buffer Bear Limited |
| Registered person unique reference number | RP900888 |
| Date of previous inspection | 12 February 2014 |
| Telephone number | 01689 809 793 |

The Co-operative Childcare New Addington registered in 2005. It is located in the grounds of Castle Hill Primary School in New Addington, in the London Borough of Croydon. The nursery is open each weekday between 6.30am and 6.30pm, all year through. The provider employs 21 members of childcare staff. Of these, two hold relevant qualifications at level 6, five staff hold level 3 qualifications and six staff hold qualifications at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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