

# The Co-operative Childcare Sutton

21b Cheam Road, Sutton, Surrey, SM1 1SN



## Inspection date

15 March 2018

Previous inspection date

17 June 2014

<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

- Managers and staff have a sound understanding of their safeguarding responsibilities. Staff successfully implement a range of records, documents and policies. This helps them to promote children's welfare.
- Staff are warm and welcoming, and they get to know children well. Children develop close bonds with staff and are content, happy and relaxed in their care.
- Children have fun and enjoy attending. They are keen learners who are motivated to play, explore and learn. The environment is well organised and well resourced. Staff provide children with a variety of activities and experience indoors and outdoors.
- Children make good progress in their development. This includes those who have special educational needs and/or disabilities and those who speak English as an additional language.
- Partnership working is strong. Staff share information with parents, professionals and other providers in a range of ways. This helps to promote good continuity in children's care and education.

### It is not yet outstanding because:

- Staff do not always provide enough consistent opportunities for babies and young children to develop excellent skills in speaking.
- Staff do not make the best use of the curriculum to promote pre-school children's learning at the highest level, specifically the most able children.
- Managers do not focus staff's ongoing professional development as well as possible to enhance teaching and help promote consistently outstanding practice and attainment.

## What the setting needs to do to improve further

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

- provide more opportunities for babies and young children to develop excellent speaking skills
- enhance the curriculum for the most able pre-school children to promote their learning at the highest level
- extend staff's ongoing professional development to help promote consistently excellent teaching practice and outstanding attainment.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The environment is thoroughly risk assessed and staff conduct daily checks to ensure all toys, resources and equipment are in working order. Managers and staff have a good understanding of different child protection issues and are alert to wider safeguarding matters. They know how to report and deal with any concerns. Managers supervise staff and offer them some opportunities to develop their skills. Staff benefit from frequent training in first aid, safeguarding and food hygiene. This has a particularly positive impact on the quality of care they provide. Self-evaluation is very good. Managers are ambitious and they reflect well on the quality of the nursery. Clear targets for the future are set to help them continually develop.

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

Overall, teaching is good. Staff observe children and make accurate assessments of their development. Staff use what they know about children's abilities to plan and provide them with activities and experiences that help to promote their key next steps. For example, babies enjoy sensory activities where they can explore different materials, such as sand. Toddlers delight in building up their play using small-world characters and role play props. Managers understand the importance of monitoring children's progress and do so effectively. The special educational needs coordinator is knowledgeable in the role. Children requiring additional support benefit from what they need to catch up. This helps to ensure no child falls behind.

### Personal development, behaviour and welfare are good

Staff promote children's physical well-being. For example, they sensitively adhere to children's individual routines and manage their care needs. Staff promote healthy eating and provide children with an abundance of nutritional snacks and meals. Staff support children to adopt cleanliness regimes. Staff also encourage exercise. Children enjoy taking part in yoga and using physical play equipment outdoors. Staff teach children to follow the nursery rules and abide by the appropriate behaviour expectations. Staff talk to children about right and wrong, and help them to respect the environment, their teachers and each other. Staff find out about and value children's backgrounds, cultures and different languages. They help children to learn about their differences and gain a deeper sense of themselves and the community in which they live.

### Outcomes for children are good

On the whole, all children progress well from where they started and they are becoming successful learners. Children develop the skills they need to transition between the rooms within the nursery. Pre-school children are equipped with the key skills they need in readiness to move on to school. Children are confident and independent. They make choices about what they want to do and develop good self-care skills when they are ready. Pre-school children are developing good skills in communication, language and literacy. For example, they can express their wants, needs and ideas. They particularly enjoy music sessions and storytelling activities.

## Setting details

<b>Unique reference number</b>	139904
<b>Local authority</b>	Sutton
<b>Inspection number</b>	1068513
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Buffer Bear Limited
<b>Registered person unique reference number</b>	RP900888
<b>Date of previous inspection</b>	17 June 2014
<b>Telephone number</b>	020 86435278

The Co-operative Childcare Sutton registered in 2000. The nursery employs 29 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 and above. The nursery operates all year around. Sessions are available Monday to Friday, from 7.15am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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