

# The Co-operative Childcare Bounds Green



Avenue Lodge, Bounds Green Road, LONDON N22 7EU

<b>Inspection date</b>	15 August 2018
Previous inspection date	9 March 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is good

- The manager and staff carry out comprehensive risk assessments and check room temperatures daily. They identify and minimise potential hazards so that children can play safely and securely.
- The management team reviews the quality of care and learning for children efficiently by gathering the views of staff and parents to make improvements. All previous recommendations have been addressed quickly and successfully.
- Staff skilfully plan for children's individual development, interests and learning needs. They ensure that every child makes good progress, including those who have special educational needs and/or disabilities.
- The key-person system is effective in helping staff to promote children's care and well-being. Staff work closely with parents to arrange the settling-in process so that it is tailored to meet the children's individual needs.
- Children enjoy their time at the nursery and are enthusiastic learners. They gain necessary skills that help to prepare them for their future learning.

### It is not yet outstanding because:

- Staff miss opportunities to make the most of the wider environment to expand on all children's learning experiences.
- Staff do not consistently provide opportunities for children of all age groups to learn about the differences and similarities between themselves and others.

## What the setting needs to do to improve further

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

- increase opportunities for all children to explore their surroundings, in particular to help them gain a deeper understanding of features of the environment and places that appeals to them
- provide further opportunities to support children's understanding fully of similarities and differences between themselves and others.

### Inspection activities

- The inspector talked to staff and children at appropriate times. The inspector held discussions with the managers.
- The inspector observed staff's interactions with children during indoor and outdoor play activities.
- The inspector completed a joint observation with the manager.
- The inspector examined a range of documentation, including children's and staff's records, the accident book, the record of the risk assessment and the attendance register.
- The inspector talked to parents during the inspection and took account of their views.

### Inspector

Jennie Liverpool

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff know how to proceed if they have any concerns about a child's welfare. All relevant records, such as accident records and the daily attendance registers, are accurate and up to date. The managers organise staff deployment effectively. This helps to maintain ratios and ensure children are well supervised throughout the day. The management team has rigorous procedures in place to check staff's suitability. The management team encourages staff's professional development. For example, staff take part in regular supervisory sessions. They have attended training on behaviour management and assessments. This has a positive impact on the quality of teaching. Staff establish good partnerships with parents and other professionals involved in children's lives, to support consistency in children's care and learning.

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

Staff support babies' language effectively through labelling of objects, and using lots of repetition of words and simple sentences. Staff encourage children's early reading skills. For example, they read stories to babies and young children frequently, and encourage children to point to pictures when reading to them. Staff provide good opportunities for children to practise writing during planned activities and in their play. Staff provide good opportunities for children to experiment with various painting techniques. They also support children to talk about their creations and record children's comments on their work. Staff set challenges to encourage children to learn new skills. For example, they help children who show confidence in riding a tricycle to learn to ride a bicycle without the use of stabilisers.

### Personal development, behaviour and welfare are good

Staff take time to find out detailed information from parents about their children when they first start, to ensure children's individual routine care is put in place immediately. Staff enable children to feel safe and emotionally secure. Children quickly develop close attachments with staff. Staff implement sensitive procedures when children move rooms. For example, they prepare young children well through visits and encourage them to play with older children. Children play in a clean environment where they learn to follow good hygiene practices. Children eat varied and nutritious meals. Parents spoken to during the inspection say they are very happy with the care and learning their children receive and would recommend the nursery to others.

### Outcomes for children are good

All children make good progress from when they started. They are well prepared for the next stages in their development and for school. Babies learn to imitate and explore sounds. They enjoy participating in small-group activities and they begin to respond to musical sounds by clapping their hands, nodding their heads and bouncing up and down. Young children begin to learn that books are enjoyable and that pictures represent people, animals and things with names. Older children speak confidently. They enjoy participating in conversations with adults and children. Some older children are able to recognise, spell and write their names correctly. They are also able to spell the names of

places that have meaning to them.

## Setting details

<b>Unique reference number</b>	EY467308
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10061164
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	95
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	The Midcounties Co-Operative Limited
<b>Registered person unique reference number</b>	RP900862
<b>Date of previous inspection</b>	9 March 2018
<b>Telephone number</b>	02088880620

The Co-operative Childcare Bounds Green registered in 2013. It is situated in Bounds Green in the London Borough of Haringey. The nursery operates Monday to Friday from 7.30am to 6.30pm, throughout the year. It receives funding for free early years education for children aged two, three and four years. The provider employs 23 staff. Of these, 15 hold relevant early years qualifications at level 2 to level 6.

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