

The Co-operative Childcare Carterton

West Oxfordshire Industrial Park, Wavers Ground, Brize Norton,
CARTERTON, Oxfordshire OX18 3YJ



Inspection date	20 September 2018
Previous inspection date	13 August 2014

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

- Staff provide welcoming and attractive learning environments. Children enjoy exploring a wide variety of natural resources and have plenty of chances to make choices in their play.
- The manager accesses regular training and support for staff to build on their continuous professional development. For example, staff implement their new learning on promoting positive behaviours. All children are learning to behave well. They learn to share and talk politely to each other.
- Children make good progress, given their starting points. Staff promptly identify any gaps in their learning and support them well.
- The manager regularly evaluates and makes effective improvements to help maintain the good quality of the provision. Since the last inspection, staff have enhanced their partnerships with parents. Parents state that they feel fully informed of their child's development. They can share their child's achievements from home regularly.

It is not yet outstanding because:

- Staff do not always make the best of every opportunity to promote young children's independence and self-care skills fully.
- Children sometimes lose interest during daily routines, such as group times. Staff do not always fully consider the varying age ranges in some group activities to help to keep all children engaged well.

What the setting needs to do to improve further

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

- strengthen the opportunities for young children to develop their independence and manage their own self-care needs more confidently
- review some of the daily routines, such as group times to help to keep children engaged at all times.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of leadership and management is good

The manager has recently improved the performance management of staff, including any recently recruited staff. She meets with them regularly to discuss their roles and responsibilities and identify areas for future improvements. The manager works in close partnerships with the company quality assurance managers to review the robust policies and procedures regularly. For instance, they complete thorough audits on accidents and incidents records and carry out ongoing checks on the safety of the premises. Staff meet the required ratios and deploy themselves effectively to supervise the children well. Safeguarding is effective. Staff have a clear understanding of the safeguarding procedures to follow if they have a concern about a child's welfare. The manager follows a robust recruitment procedure to help to check the suitability of staff.

Quality of teaching, learning and assessment is good

Staff make good use of their regular observations on children's achievements to help them identify children's next steps in learning. They follow children's interests well. For example, children play outdoors in the rain and remember that water helps plants to grow. Staff make good use of children's knowledge to extend their learning further. They encourage children to study the flowers they have grown in the garden. Staff carefully introduce mathematical development into children's play. They demonstrate how to use different measuring tools and children begin to use mathematical language, such as 'taller' and 'shorter' as they compare the heights of the flowers.

Personal development, behaviour and welfare are good

Staff form close relationships with the children and tend to their needs well. They manage children's moves between rooms smoothly and sensitively, giving children the time they need to settle into their new rooms effectively. Staff form close relationships with staff at other settings that children attend. They share plenty of information with other professionals to help to promote good consistency in children's development.

Outcomes for children are good

Children are well prepared for their next stages of development. Babies make good use of low-level equipment to cruise around the room and practise their first steps. Toddlers develop good balance when walking uphill and older children confidently climb up apparatus. Children of all ages practise their early reading skills regularly. Babies enjoy looking through books and name what they can see. Older children re-tell parts of stories and draw their favourite characters.

Setting details

Unique reference number	EY355997
Local authority	Oxfordshire
Inspection number	10078312
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 4
Total number of places	86
Number of children on roll	96
Name of registered person	Petite Enfants Limited
Registered person unique reference number	RP900890
Date of previous inspection	13 August 2014
Telephone number	01993 841700

The Co-operative Childcare Carterton registered in 2012. It is open Monday to Friday, from 7.30am until 6.30pm all year round with the exception of bank holidays. The nursery receives funding to provide free early education for two-, three- and four-year-old children. There are 21 members of staff employed to work with the children, of whom 17 have relevant qualifications. The manager holds qualified teacher status.

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