

# The Co-operative Childcare Islington

10 Galway Street, Islington, London EC1V 3SW



<b>Inspection date</b>	14 May 2019
Previous inspection date	25 April 2017

<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 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

- The manager leads the setting well. She consistently evaluates the quality of her provision, setting challenging and realistic targets for improvement. All staff, parents and children are involved in this evaluation process and have many opportunities to share ideas and feedback.
- Children are highly independent and curious learners. They have many opportunities to lead their own play and explore their ideas in the well-resourced and stimulating environment. They develop high levels of confidence and self-esteem.
- The manager and staff work closely with parents to support children's development. Parents are updated about their children's progress and are part of their children's learning.
- Children are making good progress in all areas of learning. They are provided with a range of activities to prepare them for school. Staff are confident in preparing children for this transition.
- Staff support children's physical development well. Both young babies and older children move freely with pleasure and confidence. All children enjoy access to the well-resourced outdoor space, helping to support their learning.
- Children are happy, secure and settled. The caring and friendly staff know the children well and form strong attachments with them.
- Staff provide a wide range of well-structured activities for the children. However, at times, staff do not organise all activities effectively to support children's learning. The way food is served at lunchtimes is one such example.
- Staff interact well with children. Nevertheless, staff sometimes miss opportunities to extend and challenge older children's learning and development to support their good progress further.

## **What the setting needs to do to improve further**

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

- review the organisation of routine activities to ensure children are continuously engaged
- make greater use of opportunities to consistently challenge and extend older children's learning and development.

### **Inspection activities**

- The inspector undertook a tour of the setting.
- The inspector observed the quality of teaching during activities and assessed its impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector viewed documentation during the inspection, which included safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector spoke with parents and took into account their views.

#### **Inspector**

Laura Rathbone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager follows correct safeguarding procedures and staff understand how to identify any concerns about a child's welfare. The provider routinely notifies Ofsted of any significant events. The manager follows rigorous recruitment procedures to ensure all staff have completed robust suitability checks. The manager holds regular supervisory meetings with staff and identifies ways to help support their professional development. Staff are given frequent opportunities to update and extend their knowledge and understanding in the early years. Recent training in outdoor play has contributed to staff feeling more confident in delivering outdoor activities and planning new activities for the children. Parents speak highly of the setting and the staff. They enjoy being given the opportunity to share their ideas and opinions by completing surveys and attending parent forums. The manager monitors children's progress effectively and responds quickly to early observations of any emerging gaps in their learning.

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

The key-person system is effective. Staff know the children well and have good interactions with them. These strong relationships help to make children feel secure, and they settle quickly when they first arrive at the setting. Staff promote children's physical development effectively. They encourage young babies to reach out for toys and to catch bubbles with their hands, which the children do with great determination. Older children enjoy having running races outside with their friends. Staff use this activity to extend children's understanding in mathematics, by encouraging children to count in order before setting off on their race. Staff engage in meaningful conversations and encourage children to form their own opinions and share their ideas. For instance, children and staff have lively conversations about the different ways they travel to nursery in the morning.

### Personal development, behaviour and welfare are good

Children are happy and secure in their environment. Their emotional well-being is successfully supported by the nurturing and caring staff, and children receive plenty of attention, affection and praise. Staff promote taking turns and sharing in unique and interesting ways. During group time, children show great enthusiasm as they take turns, passing a ball to each other in the circle, saying their friend's name as they do so. Children are given opportunities to become independent and do things for themselves. For example, children take great pride in setting the tables for lunchtime.

### Outcomes for children are good

Children are highly motivated and eager to join in. They make good progress and are extremely well prepared for school. Children are eager to learn and are confident in exploring and finding things out for themselves. Young babies get to know and enjoy daily routines, such as mealtimes, nappy time and bedtime. Older children use their imaginations both indoors and out. They enjoy exploring sensory activities, such as the outdoor mud kitchen and water tray.

## Setting details

<b>Unique reference number</b>	EY311534
<b>Local authority</b>	Islington
<b>Inspection number</b>	10104049
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	78
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Places For Children (PFP) Limited
<b>Registered person unique reference number</b>	RP900891
<b>Date of previous inspection</b>	25 April 2017
<b>Telephone number</b>	020 7 2513475

The Co-operative Childcare Islington nursery registered in August 2005 and is managed by Mid Counties Co-operative. It is based in Islington, in the London Borough of Islington. The nursery opens Monday to Friday from 7.30am to 6.30pm, throughout the year, apart from bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 26 members of staff employed at the nursery.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

