

Inspection of The Co-operative Childcare Body Shop

Watersmead Business Park, Littlehampton BN17 6LS

Inspection date:

21 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children develop a wonderful enthusiasm for learning. They meet every challenge that they come across with exceptionally strong determination and perseverance. For example, toddlers focus with immense intent when they work out how they can fit one object into another, while pre-schoolers search keenly for clues to help them find birds so they can hear them sing. Children demonstrate that they feel extremely secure and confident. Older children excitedly engage in conversation and play with both adults and peers. They show a fantastic eagerness to share stories about their experiences both at home and in the setting.

Staff ensure that children thoroughly enjoy their time in the setting by ensuring every aspect of a child's day is planned with incredibly careful consideration to their individual interests and learning styles. All children, including the youngest babies, are truly empowered to lead their experiences. For instance, when toddlers choose to take chalks into the garden with them, staff encourage them to draw on trees and to use language to discuss the pictures they make. Staff have an exceedingly strong knowledge of children's experiences, progress and interests that they use to pinpoint precisely where children need moving forward the most. They show exceptional skill in bringing in this into children's play. For example, when babies babble excitedly at the enjoyment of exploring water, staff skillfully introduce words and sing songs about the sea creatures they can see.

What does the early years setting do well and what does it need to do better?

- Children demonstrate exceedingly positive attitudes towards trying new nutritious foods and understand exactly how exercise affects their bodies. The highly driven manager's team has implemented systems to support staff to achieve this. They have planned mealtimes meticulously to help children understand where their food comes from. Older children explore the raw versions of the vegetables that are in their dinner and discuss them enthusiastically as they taste their meals excitedly.
- Managers successfully ensure that the promotion of early literacy skills is embedded in practice. From babies to pre-school, children thoroughly enjoy stories delivered enthusiastically by staff. Older babies point to pictures with joy as they name the character's body parts and find them on their own bodies. The provision for teaching children literacy evolves cleverly as children move through the setting. Children in pre-school incorporate their literacy skills into their play with ease. For instance, they pretend to read information about vegetables they use in their cooking role play, and immensely enjoy searching for objects to tick off a list.
- Children, including those with special educational needs and/or disabilities (SEND) make excellent progress from their starting points. Staff work in

exceptionally close partnership with other professional to ensure children have the best possible opportunities to meet their full potential. This includes working with physiotherapists to provide additional support for the physical development of children with SEND who are seen to manage their disabilities amazingly and to have complete equality in the setting.

- Staff empower all children to have a voice and provide them with excellent opportunities to communicate. For example, they make great use of non-verbal communication methods to help babies and less-vocal children to express their needs. Staff expertly support children to build on their existing language skills. They ensure every interaction they have is meaningful and that they continually model clear, age-appropriate language.
- Parents know exactly how they can continue children's learning at home. Staff use the information that parents share to provide highly personalised experiences for children and to support families to manage changes in their lives, such as the arrival of a baby. Managers greatly respect parent's views and use these attentively to improve practice. For example, following recent feedback from parents, managers have worked with staff to help them understand better how to help boys learn how to manage their feelings.
- Staff unite to form a team of highly motivated and passionate practitioners working together to provide the best possible outcomes for every child. Managers provide excellent opportunities for staff to learn how to best meet children's needs. They ensure that every staff member is given training in areas most relevant to them, for example, newer staff learn how to raise their teaching skills to meet the exemplary skills demonstrated by established staff. Managers pay careful consideration to staff well-being. They ensure that staff can manage their responsibilities in their working hours.
- Children develop a wonderful understanding of what makes them unique. Staff encourage them to share aspects of their home lives that are special to them and celebrate these intently. This includes celebrating festivals important to individual families or by learning words from the additional language's children speak.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is central to everything that staff and managers do. For example, the manager ensures that staff are not only all trained in first aid but that their knowledge of how to act in an emergency is continually refreshed. The manager monitors staff suitability vigorously both during recruitment and in their ongoing employment to ensure that children remain safe and cared for throughout. All staff understand precisely how to notice if a child's welfare is at risk. They all know how to protect a child if a concern arises. Staff strongly empower children to learn how to keep themselves safe. This includes teaching them how to use technology safely.

Setting details

Unique reference number	EY466159
Local authority	West Sussex
Inspection number	10108862
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	111
Number of children on roll	185
Name of registered person	The Midcounties Co-Operative Limited
Registered person unique reference number	RP900862
Telephone number	01903 731848
Date of previous inspection	10 February 2015

Information about this early years setting

The Co-operative Childcare Body Shop registered in 2013. It is managed by The Midcounties Co-Operative Limited. It is located in Littlehampton, West Sussex. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The nursery receives funding for free early education for children aged two, three and four years. The setting employs 39 staff; 32 of whom hold appropriate early years qualifications.

Information about this inspection

Inspectors

Kerry Lynn
Sarah Denman

Inspection activities

- The manager guided both inspectors on a learning walk in which she discussed the setting's ethos and how this is implemented.
- Parents shared the views through discussions with the second inspector and in writing.
- Both inspectors observed children's play and learning. With staff, they discussed the progress children have made and the plans in place for their future development.
- Staff suitability checks and qualifications were checked by the lead inspector.
- Both inspectors carried out separate joint observations with the manager in which they discussed the effectiveness of teaching and the ways in which the manager supports staff to enhance their knowledge and skills.

We carried out this inspection 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.

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