

Inspection of The Co-operative Childcare Tadworth

The Childrens Trust, Tadworth Court, Tadworth, Surrey KT20 5RU

Inspection date: 5 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are provided with a curriculum that motivates them to learn. There are high expectations for all children, including those children with special educational needs and/or disabilities (SEND). Children develop good control of their movements while energetically riding bicycles up and down the gradual slope in the garden. The nursery has received an Eco Green Flag award. Children plant and grow fruit and vegetables in the nursery garden and learn about the importance of recycling. They enjoy picking and eating the things they grow, such as tomatoes and raspberries. Younger children make discoveries as they crawl in and out of small dens and learn to jump safely off old car tyres in the garden. Children thoroughly enjoy singing and dancing activities. They learn about numbers while using musical instruments and widen their vocabulary as they join in the songs. Children are happy and settled and behave very well. They develop good social skills and often laugh and smile during activities, for instance while playing imaginatively with dolls with their friends. Children develop a keen interest in books and bring their favourite ones to nursery from home. They enjoy learning how to use tablets to take photos of the pictures in books. All children learn to be helpful and independent.

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

- Staff have a good knowledge and understanding of how to plan and use activities to help children learn and develop in all areas of the curriculum. They support children to develop the knowledge and skills they need so they are ready for the next stage in their learning. For instance, they provide resources, such as pens and clipboards and paint, which children thoroughly enjoy using to make marks and develop pre-writing skills.
- Staff evaluate how children use the resources. For example, in the baby room, staff noticed that the children who were mobile kept trying to climb on the chairs. Therefore, they decided to provide a low-level slide. This has captured the babies' interest and successfully supported their physical development. Babies are keen to have go at crawling up a slope and going down the slide independently.
- Staff are positive role models. They know the children well, have a caring approach and respond to children's emotional needs. Children confidently approach staff to ask for a hug. Staff support older children to learn to take turns with sharing the resources, such as the bikes, for instance by showing them how to use a large egg timer, which they have started to use together independently.
- The two special educational needs coordinators work well together and with staff to support children with SEND. They communicate regularly with parents and other agencies to update and implement children's support plans. Managers

make good use of local authority funding, for instance to provide individual support for children who need extra help.

- Staff support children who speak more than one language to communicate, for example by signing and using a few words in their home languages. However, staff do not encourage children to use their home languages in their play to further support their language development.
- Managers receive good support from a quality training adviser within the cooperative organisation, for example to recruit and induct new staff and apprentices and provide staff training. However, managers do not consider ways to enhance the training staff receive to further improve children's good care and learning, for instance through monitoring staff practice more closely.
- Staff have improved the opportunities for parents to continue their children's learning at home. They share information with parents about how to help babies who have allergies to eat well and ways to manage children's behaviour. Staff have also improved the learning opportunities for children during daily routine tasks.
- Managers and staff seek parents' and children's views about the nursery and their ideas for change. For example, a child said they would like their nanny to come to the nursery, so staff organised grandparents' days.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a good knowledge and understanding of their roles and responsibilities to safeguard children. All staff complete safeguarding training, including the 'Prevent' duty. They know what to do if they are concerned about a child's safety. Staff supervise children well to keep them safe. They encourage children to take risks within safe limits. For instance, older children enjoy climbing the branches of low-level trees in the nursery garden. Staff complete robust risk assessments and teach children how to stay safe, including during outings. For example, when staff take children on nature walks in the nursery grounds, they teach them how to cross the road safely.

What does the setting need to do to improve?

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

- consider ways to strengthen the monitoring of staff practice so that staff receive coaching and support that help them to further improve the good quality of children's care and learning
- increase the opportunities for children to use their home languages in their play, to further support their language development.

Setting details

Unique reference number	122540
Local authority	Surrey
Inspection number	10207504
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 at time of inspection	0 to 4
Total number of places	52
Number of children on roll	65
Name of registered person	Buffer Bear Limited
Registered person unique reference number	RP900888
Telephone number	01737361217
Date of previous inspection	13 December 2016

Information about this early years setting

The Co-operative Childcare Tadworth registered in 1998. It is situated in the grounds of The Children's Trust in Tadworth, Surrey. The nursery is open from 7am to 6.30pm all year round, excluding bank holidays. It receives funding for free early education for children aged two, three and four years. There are 22 members of staff. Of these, one holds an early years degree, one holds a level 5 childcare qualification, 12 hold a level 3 childcare qualification, three hold a level 2 childcare qualification and five are unqualified.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager and inspector completed a joint observation together.
- The inspector talked with staff, managers, children and parents during the inspection.
- The inspector observed children taking part in activities, both indoors and outdoors.
- The manager and inspector completed a learning walk to discuss the curriculum.

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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