Inspection of Old Co-operative Day Nursery

7-9 Wallace Street, Gotham, Nottingham, Nottinghamshire NG11 0HJ

Inspection date:	2 February 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy learning from books. They are read to regularly in an engaging way by staff. Children listen closely to stories and are eager to answer questions asked by staff to maintain their interest. Children who are yet to answer are also encouraged to respond to questions, developing their confidence. Children's knowledge is extended by staff who explain that an illustrator draws pictures in books. Children clap enthusiastically at the end of the story, showing their love for books. Parents receive story packs regularly with guidance on how to support learning when reading books to children. Children show a good knowledge of healthy foods. They are able to name a variety of fruits from pictures in a book, such as pineapples and strawberries.

Children develop secure relationships with each other and staff. Children arrive in the baby room happy and are greeted with smiles from other children, who gather around, pleased to see them. When babies are feeling unsure, they seek comfort from staff who are sensitive to their emotional needs. They settle quickly when staff talk to them in kind tones, explaining that they are safe. Children in the toddler room are given a cuddle by staff when they cry and are soon back to playing happily. Children in the pre-school room learn to show care for their friends, for example by helping them to zip up their coats.

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

- The manager supports staff to improve the quality of education they provide. She observes their practice regularly and sets them targets, such as developing their partnership working with parents. The manager identifies relevant training for staff. For example, staff completed a speech and language course as they identified that some children's speech was not at the expected level for their age. The manager works well with staff, parents and other agencies to help these children catch up.
- Staff help children to develop good physical skills by providing outside play often throughout the day. They show children how to negotiate an obstacle course. Children patiently take turns at having a go. They develop their strength and balance as they step from brick to brick. Staff encourage children to take risks in a safe environment, asking the most able children to go faster. Children show great resilience when they fall, immediately getting up and trying again.
- The manager has developed a curriculum that supports children effectively across all areas of learning. She has focused on children's communication and social skills that were not at the expected level following the absences caused by the COVID-19 pandemic. The manager also widens children's experiences, for example by providing some children with their first trip on a bus.
- Staff know children well and are clear about children's current knowledge and

skills. They give parents regular updates on their children's progress. Staff provide learning experiences that help children make good progress in all areas. However, sometimes, staff do not provide enough focus on areas where children may need more support to help them make even further progress.

- Children show that they want to learn and they take pride in their achievements. Babies laugh as they try to copy older children rocking on a see-saw. Two-year-old children call staff to watch them throwing balls. They hold each ball in the air waiting for staff to tell them the colour before they throw it away. Children in the pre-school room tell staff when they have gone to the toilet on their own. They enjoy a 'high five' provided enthusiastically by staff.
- Staff support children to gain skills they will need for future learning. They encourage children to be independent from a young age. One-year-old children use spoons, with good control, to feed themselves. Staff talk two-year-olds through washing their hands, drying them with a paper towel and then putting this in the bin. Children in the pre-school room helpfully set out the plates, cups and cutlery for dinner.
- The manager is clear that she wants children to be able to problem-solve and think for themselves. Staff ask questions that encourage children to think. However, occasionally, staff do not give children enough time to think and respond to questions asked.
- Staff support children's personal, social and emotional development well. They talk to children about what makes them happy and sad. Children are beginning to understand their emotions, saying that they feel sad when they miss their family. Staff help children learn to relax. Children listen to instructions well during a mindfulness activity. They breathe in and out slowly as they lie on the floor and are encouraged to think of a nice place.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of how to safeguard children. She helps staff develop their knowledge through regular discussions and training on safeguarding. Staff know the signs that may suggest a concern about children's welfare. They know the procedures to follow for recording and reporting any concerns, whether regarding children or other staff. Staff promote children's safety. For example, they check the outdoor area is safe before children play outside. Staff minimise risks when children eat. They cut up food into small pieces for younger children and remind them to blow on their food as it may be hot.

What does the setting need to do to improve?

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

- develop staff's understanding of children's development so they have a clearer

focus on the areas of learning where children need more support
- improve staff's interactions so that children are consistently given enough time to think.

Setting details

Unique reference number	253394
Local authority	Nottinghamshire County Council
Inspection number	10220871
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	1 to 10
Total number of places	65
Number of children on roll	46
Name of registered person	Old- Co-operative Day Nursery
Registered person unique reference number	RP527862
Telephone number	0115 9830003
Date of previous inspection	14 October 2014

Information about this early years setting

Old Co-operative Day Nursery registered in 1992 and is in Gotham, Nottinghamshire. The nursery employs seven members of childcare staff. All staff hold an appropriate early years qualification, including one with early years teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Will Good

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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