

# Inspection of The Co-operative Childcare Oxford

1 Roger Dudman Way, OXFORD OX1 1HW

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Inspection date: 13 April 2022

**Overall effectiveness** **Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children's confidence and love of learning flourish under the guidance of the positive, knowledgeable and committed staff. Children approach their play and learning with great positivity. They find the resources and activities on offer fascinating and very engaging. For example, children delight in exploring the different scents and textures that have been added to the water tray. They invite other children and adults to come and explore too.

Children's behaviour is excellent. They are very welcoming and polite to visitors and are delighted to tell them all about the nursery and why they enjoy attending so much. Children not only follow the rules but show a very secure understanding of why they need to do so. For example, older children explain why they need to be accompanied by staff when they leave the nursery room.

Children benefit from a curriculum that is planned well and delivered confidently. As children progress through the nursery, staff carefully build on their skills and knowledge. This helps ensure that learning is well embedded. By the time children leave for school, they are very well prepared for the move. All children, including those who speak English as an additional language, receive very effective support to extend their vocabulary and express their needs and opinions to others.

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

- Throughout the nursery, staff model language really well. They have a clear understanding of how and when to introduce new language to children. Staff working with babies focus on words and phrases that will help younger children make their needs known. As children progress through the nursery, they are introduced to more vocabulary. Staff regularly hold meaningful and engaging conversations with children. Children are developing very well into confident communicators.
- Children remember well what they have learned. This is because staff clearly identify what they want children to learn and then plan how they can make that learning memorable. This was illustrated when older children were able to tell the inspector lots of facts about volcanos. They talked about the lava and explained the meaning of the word 'erupt'.
- Children use resources with a lot of care. This is because staff teach them well the value of doing so. For example, very young children learn how to use role play resources purposefully. This approach continues throughout the nursery. As a result, children learn extremely well how to engage in purposeful and enjoyable independent play.
- Children are highly motivated to join in with the activities on offer. Babies and very young children show exceptional levels of concentration and focus as they

join in with music and movement time. They very carefully follow staff's lead, joining in with actions and moving their bodies with great control. Older children are equally as delighted to join the regular yoga sessions.

- Children show that they feel safe and secure. They are greeted whenever possible by staff who they know well. This helps children settle and feel very welcome. Staff understand the importance to children of building close and trusting bonds with their key person. The impact of this is seen in how children respond to the encouragement or support offered by these staff, for example when they find something tricky or upsetting.
- Overall, the programme of support and training for staff is highly effective. However, some staff have not yet received training in how to deliver some aspects of the literacy curriculum. This means that some older children are not being taught accurately about letters and the sounds they represent.
- Partnerships with parents are a real strength. Parents have only positive things to say about their child's experience of nursery. They praise the staff for the care and concern they showed them and their children as they all adjusted to nursery life after their experiences of the COVID-19 pandemic. Parents have a very clear idea of what their children are learning and how they can support this further at home.
- The manager and other leaders ensure a happy and very supportive work environment. Staff report how much they enjoy working at the nursery. They feel valued and appreciated.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff attend regular training to keep their safeguarding knowledge up to date. The manager provides additional support to ensure staff are confident to put what they have learned into practice, should the need arise. Staff know how to recognise the signs that a child may be at risk of harm. They understand the importance of sharing any such concerns, to keep children safe. There are robust measures in place to ensure those employed to work with children are suitable to do so. Children are supervised closely. Staff complete regular checks to ensure the premises remain safe and secure.

## **What does the setting need to do to improve?**

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

- ensure all staff have the skills and understanding they need to deliver accurate teaching, with particular reference to the teaching of letters and the sounds they represent.

## Setting details

<b>Unique reference number</b>	134030
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228253
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Buffer Bear Limited
<b>Registered person unique reference number</b>	RP900888
<b>Telephone number</b>	01865 200967
<b>Date of previous inspection</b>	21 October 2016

## Information about this early years setting

The Co-operative Childcare Oxford registered in 1992. It operates from a single storey building beside Oxford railway station. The nursery is open each weekday from 7.30am until 6.30pm all year round, except bank holidays. The nursery employs 26 members of staff. The manager holds a relevant level 6 qualification and 17 members of staff hold relevant childcare qualifications. The nursery is in receipt of funding to provide free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Holley

## 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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation and evaluated the quality of education.
- Parents and children shared their views and the inspector took these into account.
- The inspector held a meeting with the manager and representatives of the provider to find out about the management and leadership of the setting.

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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