

Inspection of The Co-operative Childcare Reading

The Hospitium, 7 Valpy Street, READING RG1 1AR

Inspection date: 20 April 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 their time at this welcoming nursery. They greet the staff with smiles and arrive eager to learn. Children do well in this environment, where staff are caring and responsive to their needs. They make good progress from their starting points, including children with special educational needs and/or disabilities. Children move freely as they independently choose from a range of stimulating activities and resources. They are inquisitive learners and remain focused as they explore and experiment by themselves as well as with others. For example, children handle real vegetables in the role-play area and are encouraged to look at recipe books to research how to make vegetable soup.

Children learn to follow a healthy lifestyle. They have many opportunities to enjoy the fresh air outdoors. Children's physical skills are well developed as they run, jump and balance in the garden. They practise these skills further when they go on outings, such as to local parks. Children learn to sort foods that are healthy and unhealthy in a variety of ways, such as during games on the interactive board.

Children develop a love for books. Younger children look intently at picture books as they cuddle up to staff. Older children join in with repetitive phrases, such as in 'The Three Little Pigs' story. This helps them to develop their communication and language skills.

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

- Leaders are dedicated to continuous improvement. For instance, they have identified the need to increase children's knowledge of the importance of oral health. Leaders are in the process of starting a programme across the nursery which will also involve a visiting dentist. Staff are offered training opportunities. However, leaders do not precisely identify individual staff training needs. This means that training is not fully effective in improving curriculum delivery.
- Staff use children's assessments to plan activities specifically for them. For instance, children who have a new baby at home practise changing a doll's nappy. This helps them make sense of the world around them. However, on occasions, staff do not provide enough challenge to extend children's individual learning as they play. This means that children are not always given the opportunity to develop their knowledge at a higher level.
- Children behave well and respond positively to others. They show independence from an early age. Younger children are encouraged to use a spoon and fork to feed themselves. Older children use cutlery correctly, serve their own food and pour water into their cups. This prepares them well as they move to their next stage of learning, including their move to school.
- Children are supported to develop their early literacy and mathematical skills in

their play. For example, older children learn to form recognisable letters in their names and correctly count the petals of a flower as they remove them one by one.

- Staff develop positive partnerships with parents from the outset. Parents speak highly of the care and education their children receive. They comment on how quickly their children progress with their independence and social skills. Parents give comprehensive information when their children start at the nursery. They work with staff to devise next steps in their children's learning and development. This helps staff to know their children well and, consequently, children settle rapidly into nursery life.
- Leaders show an awareness of the impact of COVID-19 on some families, who may feel isolated. They plan 'stay and play' sessions at the weekend for new families, so that connections are built with others.
- Staff well-being is considered a high priority. Staff feel supported by the leaders. They talk about the 'coffee and chat' meetings as a helpful approach to further increase their motivation to do well.
- Children's cultures and home languages are valued at the nursery. Parents are encouraged to provide common words in their home language, such as 'book'. Staff are supported by parents to pronounce these words and children who speak English as an additional language hear these when they play. This helps support children's understanding of the nursery routines and makes them feel unique.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a secure understanding of their role to protect children from the risk of harm. Staff know how to recognise potential signs and symptoms of abuse and understand the local procedures to follow if any concerns about a child's welfare are identified. This includes possible risks to children from extremist views and behaviours. Leaders follow robust recruitment procedures to ensure that staff are suitable to work with children. Staff risk assess areas that children have access to daily, indoors and outdoors, so that hazards are minimised. Children are taught about health and safety and are encouraged to manage their own risks, such as trying not to spill water on the floor when at the water tray.

What does the setting need to do to improve?

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

- review professional development opportunities, so that they are tailored to individual staff needs and help improve curriculum delivery further
- identify more sharply opportunities to extend children's learning when they play, so that each child can progress to a higher level.

Setting details

Unique reference number	116788
Local authority	Reading
Inspection number	10228189
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	86
Number of children on roll	110
Name of registered person	Buffer Bear Limited
Registered person unique reference number	RP900888
Telephone number	0118 9560341
Date of previous inspection	24 October 2016

Information about this early years setting

The Co-operative Childcare Reading registered in 1996. The nursery operates in central Reading, Berkshire. The nursery is open each weekday from 7.30am to 6.30pm all year round, with the exception of public holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 27 members of staff. The manager holds a level 5 qualification and 24 members of staff hold a qualification at level 2 or above.

Information about this inspection

Inspector

Sonia Panchal

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 nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a communication and language activity with the nursery manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their views of the nursery with the inspector.
- 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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