

# Inspection of The Co-operative Childcare Croydon

Croydon University Hospital, 530 London Road, THORNTON HEATH, Surrey CR7  
7YE

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Inspection date: 30 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have formed strong bonds with adults and are happy when greeted by members of staff. This helps the children feel safe and secure during drop off times. The nursery has adopted a free-flow attitude towards learning for all ages. Children have the option of playing in the indoor and outdoor areas if this is their choice. Older children pass water through pipes in the outside water tray or can choose to read a story inside. Babies independently choose an activity and staff model new skills for them to try. For example, staff model cutting carrots and babies attempt this themselves.

Babies are prompted to look at what their friends are doing. For example, staff praise children crawling through an assault course outside and prompt others to try. This supports a positive attitude towards their learning. Some older children play together and are encouraged to take turns. For example, some children read golden rule booklets explaining how to share. This provides clear behavioural expectations. However, on occasion staff do not provide sufficient support for some children when playing with their peers.

The key-person system works well. Staff listen to children's interests, influencing the curriculum within the setting. Children enjoyed redesigning the garden area. This incorporated their ideas and use of space.

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

- Staff assess children's learning effectively. Observations are completed when a key person recognises progress and shares with parents online. Children's next steps are individual to a child for parents to work on at home.
- Overall, there is a range of activities supporting children to choose independently across the setting. However, staff do not consistently check efficiency of activities to support learning throughout the day. Sometimes there are insufficient quantities of resources for children to play with. For example, some sensory play resources were limited. Therefore, children lost interest in extending their learning.
- Children develop skills through trial and error in the setting. For instance, children use pipes to guide a ball creating a maze. Staff ask children questions to extend their learning. This allows children to think critically and gain independence when completing difficult tasks.
- Parents are happy with the care given to children. They particularly like the daily verbal communication received from staff. Parents share words in home languages they believe are important for children. Staff use these within the setting to support children. Children can explore a variety of languages and develop an understanding of a diverse modern Britain.

- Children are encouraged to take responsibility of their own care needs. Children self-serve at lunchtime and are praised if they ask their friends if they want more food. This supports children's social development well.
- The manager has put in place strategies to improve behaviour management. Staff have been given training on strategies to support children to talk about their feelings and articulate their wants. For example, the use of emotion cards to describe feelings. Children are, therefore, beginning to manage their own behaviour and understand how this can have an impact on others.
- Children are supported with transitions well. An end of year report of children's progress is shared with a child's new school. The manager offers for teachers to visit the nursery before term starts. Parents are encouraged to bring uniform into the nursery for new school starters to become familiar with. This supports the transition for children leaving for full or part-time education.
- All staff complete appropriate risk assessments daily. The premises and equipment are checked to ensure the health and safety of children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and support staff are aware of their responsibilities when taking care of children. Safeguarding procedures that need to be followed when concerned about a child's welfare are identified and understood. New management has created a positive safeguarding culture. For example, staff have completed whistle-blowing training and are familiar with procedures to follow if they are concerned for children's safety. The manager has a robust recruitment process and performs suitability checks of all staff frequently. The older children have visited the topic of body privacy and children are beginning to understand consent. This supports the children's early knowledge of their own safety.

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

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

- continue to develop positive behaviour strategies with children that strengthens their own and other's learning
- ensure staff assess the sufficiency of resources available for all children to further their learning throughout the day.

## Setting details

<b>Unique reference number</b>	124902
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10234129
<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>	1 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Buffer Bear Limited
<b>Registered person unique reference number</b>	RP900888
<b>Telephone number</b>	020 8401 3819
<b>Date of previous inspection</b>	4 January 2017

## Information about this early years setting

The Co-operative Childcare Croydon registered in 1999 and is part of the Buffer Bear Limited organisation. It is located within the Croydon University Hospital grounds, in the London Borough of Croydon. The nursery is open Monday to Friday from 6.45 am until 6.30 pm throughout the year. The nursery receives funding for two-, three- and four-year-old children. The setting employs 23 members of staff. Of these, the manager holds a qualification at level 7, 10 staff members hold a level 3 qualification and five hold a level 2 qualification.

## Information about this inspection

### Inspector

Daisy Watson

## 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 to discuss the setting's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation, such as Disclosure and Barring Service checks and staff qualifications upon request.

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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