

Inspection of The Co-operative Childcare Madley Park

Madley Park, Northfield Farm Lane, Witney, Oxfordshire OX28 1UD

Inspection date: 20 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children benefit from a curriculum that is carefully considered and well planned overall. The manager clearly identifies what she wants children to learn as they move through the nursery. Children show confidence and independence as they explore the range of activities and resources available. They choose what they want to do and engage well in their play. For example, children freely choose to access creative activities and mark-making equipment. They explore spaghetti in different colours and dough with a range of sensory textures, create prints with fruit and vegetables, and proudly show staff their finished creations. Staff provide plenty of praise and encouragement. This helps to develop children's self-esteem. Children take responsibility for some age-appropriate tasks. For example, they serve themselves food at mealtimes and pour their own drinks. This helps children to develop their independence skills.

All children benefit from a language-rich environment that builds on their communication skills. Younger children begin to link words together. Older children speak in complex sentences. Children are confident and curious individuals. They freely express themselves in a wide range of role-play activities. For example, pre-school children have good opportunities to be imaginative. They pretend to be builders, wearing high-visibility jackets and hard hats. Children learn to build constructions with pretend bricks and mortar, and they problem-solve as they calculate how to make their buildings secure.

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

- The nursery has been through a period of change and faced challenges with recruitment, in line with national shortages in the sector. Staff now benefit from regular supervision and support to develop their knowledge and skills. However, the experienced manager, who has recently returned from maternity leave, recognises she is not yet monitoring staff practice closely enough to offer clear guidance on how to help them develop their teaching skills further. For instance, through monitoring staff practice more closely.
- Partnerships with parents are strong. Parents feel that the communication with the nursery is good and many comment on the welcome return of the manager. They value parents' evenings, information evenings and the ideas that staff give them to extend children's learning at home.
- The manager seeks the views of her staff to make positive changes to the nursery. For example, she is aware of the recent pressures on staff and has a clear vision for the future of the nursery. Staff comment that the manager is available to offer well-being assistance as needed. In addition, the manager and her head office colleagues recognise the importance of valuing their staff. For example, they have invested in an external online service to support the well-

being of their staff, as well as a range of recognition packages. All staff say they enjoy working here and feel valued.

- Staff have good links with staff from the local schools. They work together to ensure a successful transition for children. Staff support children with special educational needs and/or disabilities well. They work closely with other agencies, such as speech and language health visitors, to help children make the best possible progress.
- All children show a love of books throughout the nursery. Staff's enthusiasm and expression really capture children's attention and develop their listening skills. Children who speak English as an additional language are encouraged to use simple words, visual aids and counting from their home language during their play. This helps them to make good progress.
- Staff are warm and caring to all children. The manager has identified that some children are finding starting nursery a little unsettling, due to their experience during the COVID-19 pandemic. All children have a key person. Staff understand the importance of this role in helping children to build attachments and feel safe and secure. However, staff deployment needs mean that opportunities for children to spend time with their key person are not maximised.
- Children behave well. Staff encourage and support children with clear and consistent messages and promote positive behaviour. Where children need support, staff provide gentle reminders. For example, children's good behaviour is rewarded by being chosen to be a daily monitor. This helps children to understand what behaviour is expected of them.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy, and they keep their training up to date. The manager and staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children that may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff practice so that they receive coaching support that helps them to further improve the good quality of children's care and learning
- reflect on how children and key people can spend more time together to further

build on children's attachments and feelings of belonging and security.

Setting details

Unique reference number	2582232
Local authority	Oxfordshire
Inspection number	10239548
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	73
Number of children on roll	113
Name of registered person	The Midcounties Co-Operative Limited
Registered person unique reference number	RP900862
Telephone number	01993 864570
Date of previous inspection	Not applicable

Information about this early years setting

The Co-operative Childcare Madley Park re-registered in 2020. It is situated in Witney, Oxfordshire. The nursery is open each weekday, from 7.30am to 6.30pm, all year round. The nursery is funded to provide free early years education to children aged two, three and four years. The nursery employs 28 staff, 18 of whom hold early years qualifications at level 3 and above. This includes one member of staff who holds early years professional status qualification, one who is a qualified teacher, and the manager who is qualified to level 6.

Information about this inspection

Inspector

Amanda Perkin

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 manager and has taken that into account in her evaluation of the provider.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector spoke with the manager, deputy manager and the quality manager about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence about suitability and training records.

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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