

# Inspection of The Co-operative Childcare Woolwich

Brookhill Childrens Centre, 42 Brumwell Avenue, London SE18 6BD

---

Inspection date: 12 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children arrive happy and eager to attend nursery. They form secure attachments with staff, which helps them feel safe. Staff have high expectations for all children and are attentive to their needs. For instance, staff cuddle children when they are upset. All children are confident and independent. They engage well with a stimulating curriculum and are active learners. Children play with their friends and engage with adults during activities. For instance, older children listen intently as staff shout out the countdown during running races outside. This helps to build on their early mathematical skills.

Babies enjoy songs and rhymes. They take great delight identifying each others' photographs during circle time. Children's behaviour is good. They are kind and listen to their friends. For instance, older children confidently recall events and talk about their activities during their Easter break. Younger children share ideas about how they would like to drive their cars down the wooden slope. They explore cause and effect and experiment with different sizes and speeds of cars. Staff skilfully extend children's learning. They provide resources for children to stick paper on the slope and draw road maps. Children are inquisitive and build on their language skills.

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

- Children have a good understanding of the daily routines. For example, they help to tidy up before transitions and wash their hands before snack and mealtimes. The manager has new systems in place to help build on children's independence skills. For instance, young children serve their own cereal and pour their water. Older children line up and serve themselves their lunch.
- Children have a good understanding of their allergies and preferences. They know which colour bowl they can take their food from. This helps to keep children safe. However, staff do not manage the waiting times before lunch well. This means that children sit for long periods of time and become distracted.
- The ambitious manager and staff know children within this very diverse nursery well. They gather information about families before children start. For example, staff create a display to reflect the nationalities and languages of families within the nursery. Children enjoy participating in special religious activities throughout the year. However, staff do not maximise opportunities for children to learn about each other's languages, cultures, similarities and differences. This does not consistently help children to develop a greater awareness of their uniqueness and diversity.
- The quality of education is good. For instance, children choose stories for staff to read. They sit in groups and cosy areas listening attentively. Staff in the baby room model 'thank you' using sign language to support young children's

communication and language skills. However, staff do not consistently use opportunities to extend and challenge older children to develop their early literacy skills. For example, staff do not use strategies, such as visual props or literature, to support children's discussions during circle time. This does not support all children to consistently build on what they already know and extend their readiness for school.

- Staff are good role models. Children develop a good understanding of how their actions impact others. For instance, pre-school children spend time discussing their feelings. Young children ask to use the sand timer so they know when it is their turn. Children show high levels of respect for others. Their behaviour is good. Children make good progress from their starting points in learning, including funded children and children with special educational needs and/or disabilities.
- The new manager is supported well by the senior team. She works closely with staff to drive improvements forward. Partnership with parents is effective. For example, parents appreciate the regular meetings and the opportunity to give their input. This helps to provide good experiences for children and families.
- Children use all their senses as they free-flow inside and outdoors. For example, children enjoy digging in the sand and searching for sea creatures under the water. Babies experiment with foam using their hands and different tools. Children build on their physical skills and develop a good sense of awe and wonder.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of their safeguarding roles and responsibilities to protect children and keep them safe from harm. This includes having knowledge of issues, such as radicalisation and extremist views. Staff hold a current paediatric first-aid certificate. They know who to contact in the local authority if they have concerns about another member of staff. The nursery has a robust recruitment procedure in place to ensure that all staff are suitable to care for children. Staff regularly update different aspects of child protection training. They carry out regular risk assessments for the inside and outside spaces.

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

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

- support staff during mealtime routines to ensure that children are not waiting for extended periods of time and make the most of all learning opportunities
- strengthen opportunities for children to learn about languages and cultures and build on their understanding of diversity outside their own community
- extend staff's teaching of early literacy skills so that all children benefit from

consistently high-quality learning experiences that promote their good progress.

## Setting details

<b>Unique reference number</b>	EY357231
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10279783
<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>	58
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Places For Children (PFP) Limited
<b>Registered person unique reference number</b>	RP900891
<b>Telephone number</b>	020 8854 0890
<b>Date of previous inspection</b>	12 September 2017

## Information about this early years setting

The Co-operative Childcare Woolwich registered in 2007. It is situated in the Woolwich area within the London Borough of Greenwich. The nursery is open each weekday from 7.30am to 6.30pm, throughout the year. There are currently 19 staff working directly with children. Of these, 12 staff hold a relevant childcare qualification ranging between level 5 and level 2. There are also seven unqualified staff. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the nursery and assessed the impact on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- Children and parents spoke to the inspector about their experiences in the setting.
- The manager showed the inspector a range of documents, including copies of certificates and evidence of suitability checks. The inspector held a leadership and management discussion with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023