

# Inspection of The Co-operative Childcare Bristol

The British Empire & Commonwealth Museum, Clock Tower Yard, Temple Meads,  
BRISTOL BS1 6QH

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Inspection date: 13 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>Outstanding</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 excitedly at this welcoming nursery. They have warm relationships with staff who eagerly greet them as they arrive, which supports children to develop secure attachments. New children settle in with ease. Children are extremely happy, full of engagement in their play. They show high levels of confidence and motivation to explore every corner of the exciting and interesting environment.

Children lead their own play and explore the curriculum with enthusiasm and curiosity. They confidently delve into the indoor and outdoor learning environments, freely engaging in a range of activities to spark their interest. For example, children nurture their natural curiosity as they explore a 'potion making' activity, using natural materials such as lavender. Children fill and empty containers and eagerly mix the water using their hands and other utensils.

Children behave well, and staff establish and uphold clear boundaries. Through children's play, staff encourage the development of friendships and the ability to take turns and share. Children build close relationships with staff, who know the children exceptionally well. They happily go to them for cuddles and comfort. This helps children feel safe and secure in their care. Staff are enthusiastic and energetic, ensuring every child enjoys the experience. This helps support children to regulate and manage their own behaviour.

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

- Children make good progress in their learning. They benefit from a well-planned curriculum that is adapted and considered to suit the needs and abilities for each individual child. The curriculum builds on what children already know and can do. Staff promote learning through children's interests and what they need to learn next. They have a variety of experiences and activities offered to them and have the freedom to make their own choices through play with consistent and positive interactions from staff. The management team leads the curriculum with clear knowledge and enthusiasm. Staff are confident and dedicated in their approach.
- The way that staff promote children's emotional and personal development is exceptional. Children start to learn about feelings through colour recognition and activities based around the book 'The Colour Monster'. Staff choose quiet times to maximise this intended learning. As a result, children are developing empathy and compassion for others. Staff teach children to recognise their emotions and how to manage them. Children can articulate how they are feeling; they describe yellow meaning 'happy' and red meaning 'angry'.
- Partnerships with parents are exceptionally strong. Parents fully appreciate the

outstanding communication, individual care and attention their children receive. Staff promote daily communication through ongoing discussions and offer support groups, such as on 'school readiness'. Staff consistently share ideas with parents to extend children's learning in the home. Parents comment about the 'outstanding, fantastic nursery'.

- Staff provide activities for children linked to the curriculum to support their interests in learning. For example, children engage in making bubbles in the garden. Staff add mathematical language, such as 'big' and 'small', and count the bubbles. This extends language and mathematical development. However, occasionally, staff do not always make full use of opportunities to encourage the younger children to come and join in with activities to increase engagement and challenge learning for them.
- Children with special educational needs and/or disabilities receive an exceptional amount of support from all staff. Leaders and managers work closely with parents and other professionals. Staff quickly assess and identify developmental concerns and have a good knowledge and understanding of the children and their needs. This helps them to find the best ways to help individual children reach their full potential.
- Managers lead the team with enthusiasm. They value their staff team and hold them in high regard. Leaders strive to provide a supportive setting for children and their families, and all staff show a genuine pleasure in their work. Staff enthusiastically report that leaders are compassionate and go above and beyond to support their well-being. Staff engage in meaningful discussions to further plan purposeful activities for children to make the best progress possible in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff understand their responsibilities to keep children safe and protect them from harm. All staff can identify the signs and symptoms that indicate a child may be at risk of abuse. They know the local procedures to follow if they have concerns about a child's welfare. They understand the whistle-blowing procedures to follow should they have concerns about the conduct of a colleague. This includes how to escalate their concerns if necessary. Staff recruitment procedures are robust. This includes the background checks that must be carried out to ensure that staff are suitable to work with children.

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

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

- review and adapt the planning for some adult-focused activities to further engage younger children and increase their level of enjoyment.

## Setting details

<b>Unique reference number</b>	150720
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10280521
<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>	6 to 4
<b>Total number of places</b>	
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Buffer Bear Limited
<b>Registered person unique reference number</b>	RP900888
<b>Telephone number</b>	0117 907 9935
<b>Date of previous inspection</b>	23 August 2017

## Information about this early years setting

The Co-operative Childcare Bristol registered in January 2001. The nursery opens five days a week from 7.30am to 6.30pm, excluding bank holidays. It provides funded early education for children aged two, three and four years. There are 25 permanent staff. Of these, 24 hold relevant childcare qualifications at level 2 or above, including two staff with qualified teacher status.

## Information about this inspection

### Inspector

Vicky Burns

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A learning walk was carried out with the manager and deputy to understand how they deliver the curriculum.
- The inspector talked to the manager about how they support children with special educational needs and/or disabilities.
- The opinions and views of parents were considered during the inspection.
- A sample of documentation reviewed during the inspection included suitability checks and first-aid certificates.
- The inspector observed the quality of education through observations while evaluating the impact it has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector talked to the staff and children and took their views into account.
- 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.

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