

# Inspection of The Co-operative Childcare Waterloo

21 Frazier Street, LONDON SE1 7BD

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Inspection date: 8 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Staff and children build strong relationships in this warm and friendly setting. Staff welcome children as they arrive, and they enter the nursery happily and settle well.

Children are independent, and this is encouraged and promoted by all adults. Children happily access activities and resources throughout the day, allowing them to experience all areas of the curriculum, and routines are well established, especially hygiene routines. For example, children consistently wash their hands before eating and after using the toilet.

Staff keep parents and carers informed of what their children are doing during the day, providing regular updates. Parents know how to support their children at home due to the communication and support of staff. Parents speak fondly of the adults and describe them as friendly, happy, loving and efficient.

Children are happy and safe. They are keen to explore the different areas, and staff provide themed activities based on children's interests. Children's behaviour is good, and all staff have consistent expectations as a result of the training provided after the pandemic. Children support each other to follow the rules, and they play well together. Children learn how to express and recognise different emotions to develop their personal, social and emotional skills.

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

- Leaders build strong parent partnerships. Parents speak positively about the setting and the communication they receive verbally and via the app. Parents replicate children's learning at home, supporting their learning and progress.
- The key-worker system works effectively. Parents know who their child's key worker is. Staff know their children well and can talk about their progress.
- Leaders have a clear understanding of what they want children to achieve, especially with regards to independence. Adults are clear in these expectations and promote independence, developing children's skills effectively. Children are independent in choosing resources, dressing, remembering hygiene routines and feeding themselves. These skills prepare the children well for their next steps.
- Staff understand the importance of developing children's communication and language. They model vocabulary through asking questions and talking to the children. For example, staff tell children about the ingredients in their meal at lunch. In the outside area, adults ask questions linked to children's learning. For example, when a spider was found, the adult asked the children how many legs it has. Staff now need to consistently allow the children to use this vocabulary themselves, in order to develop their speech and hold meaningful conversations with adults and friends.

- Children show an interest in books and enjoy listening to stories. Staff choose stories based on children's interests and needs. For example, toddlers are excited about minibeasts, so there are plenty of minibeast stories to choose from. The children enjoy reading and link this to other learning. For example, they were very excited to find a spider outside and enjoyed using magnifying glasses to look carefully.
- Staff carefully consider how to develop children's early mathematics skills. They incorporate counting into activities. For example, staff encourage children to count the balls as they play with the parachute.
- Children are curious and independent. They have access to a wide range of exciting and stimulating resources, indoors and outdoors, to inspire the children's learning. Staff provide learning opportunities based on children's interests. For example, toddlers plant seeds and food, which they can then use as ingredients in their lunches. Staff are aware of children's needs and provide specific activities, such as yoga. They teach the children about healthy bodies through exercise and healthy eating. Children eat healthily. For example, they eat watermelon for snack and noodles with vegetables for lunch. This helps children to make good progress in their physical development.
- Children play well together and enjoy being role models. For example, they can act as a 'lunchtime leader' and model how to tidy while singing the tidy-up song. Staff have consistent expectations of children's behaviour, and children respond well to boundaries and routines. Children feel safe and secure due to the strong relationships and calm culture.
- Leaders are reflective and knowledgeable. They seek additional support, such as recruiting a special educational needs and/or disabilities (SEND) lead and providing targeted support and training for staff. On occasion, staff do not always identify appropriate next steps for children. Leaders now need to support them with this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are knowledgeable about the signs and symptoms of abuse and know, due to regular training, what to do if they are concerned about a child. Staff know about, understand and can articulate information regarding female genital mutilation, radicalisation and extremism. Staff know how to follow policies and procedures and understand that safeguarding is everyone's responsibility. All staff hold paediatric first-aid qualifications. Leaders receive regular training and know who to contact for further support if required. Leaders ensure that all checks are carried out correctly, ensuring robust recruitment procedures.

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

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

- ensure that adults use assessment well to inform their teaching and set suitable next steps for children based on individual needs
- ensure that staff give children enough time to respond during discussions and after questioning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY286079                                                                          |
| <b>Local authority</b>                             | Lambeth                                                                           |
| <b>Inspection number</b>                           | 10289417                                                                          |
| <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>                      | 64                                                                                |
| <b>Number of children on roll</b>                  | 39                                                                                |
| <b>Name of registered person</b>                   | Buffer Bear Limited                                                               |
| <b>Registered person unique reference number</b>   | RP900888                                                                          |
| <b>Telephone number</b>                            | 020 7593 1342                                                                     |
| <b>Date of previous inspection</b>                 | 24 November 2017                                                                  |

## Information about this early years setting

The Co-operative Childcare Waterloo registered in 2012. The setting is based in Waterloo, London. The nursery offers care from 7.30am to 6.30pm, Monday to Friday, throughout the year, except for bank holidays. The nursery employs 12 staff. One member of staff holds an appropriate childcare qualification at level 5, eight hold appropriate childcare qualifications at level 3 and two at level 2. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Laurielle Jackson

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the setting to discuss the intentions for children's learning.
- The inspector spoke to some children to find out what they enjoy doing.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector spoke to the manager and setting leader about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to the SEND lead to find out more information about support for children with SEND and staff development.
- The inspector observed interactions between staff and the children.
- The inspector and the manager carried out a joint observation of a physical activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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