

# Inspection of The Co-operative Childcare Hounslow

Chinchilla Drive, Hounslow, Middlesex TW4 7NS

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Inspection date:

12 June 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### The provision requires improvement

The nursery provides a caring environment, where children are happy. Children build warm relationships with staff. This helps them to feel secure and ready to learn. For example, children work as a team outside to build a tower using large blocks. Staff encourage children to experiment with the blocks and add leaves and sticks to their building. Children exclaim, 'We have built a castle.' Staff praise children's imaginations, which encourages them to experiment further.

Children's physical development is well planned for. Older children use bicycles and tricycles to support their gross motor skills. Toddlers explore textures when making a collage. They bend pipe cleaners, feathers and tissue paper, which builds their small hand muscles. Babies explore gloop and paint with their fingers, which helps to develop their fine motor skills.

The manager has high expectations for every child. Overall, staff plan an ambitious curriculum for children, including those who speak English as an additional language and children with special educational needs and/or disabilities. However, staff's teaching is not consistent in every room. Some staff do not fully understand the learning intention for babies. As a result, babies quickly disengage from activities. The provider has a plan to improve staff's knowledge in child development through training. However, this is not yet embedded to support staff's practice consistently in every room.

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

- The manager understands that supporting staff's well-being is important. Leaders offer incentives that acknowledge staff's achievements and hard work, which staff appreciate. However, managers do not ensure that there is consistent teaching to raise standards in every room to make sure that every child receives high-quality learning.
- Children generally behave well in the nursery and demonstrate a positive attitude to their learning. However, as teaching is not consistent in every room, not all children display high levels of concentration or engagement. This has an impact on their learning. Leaders do not ensure that staff have access to a variety of high-quality training, which is evaluated to support consistent good practice.
- Children learn to build their independence skills. For example, they wash their hands before mealtimes and use cutlery to eat their food. Younger children build the skills to support this, which helps to build their confidence. However, staff do not teach children a range of skills to understand how to keep themselves healthy and safe. For example, children do not learn about the importance of wearing hats in the sun.

- Children build their language through interactions with staff and their friends. As they play at the large water tables, staff use language to support their vocabulary. Staff encourage children to pour water into a channel. Children excitedly share with the group, 'Look, it is getting heavy.' Other children join in the play, and they watch in awe as the water cascades from one bowl to another. These interactions help to build children's confidence.
- Children build their imaginations through role-play activities. For example, when a group of children play at the mud kitchen, they mix and pour. They tell their friends and staff that they are making chicken and rice and need to add ginger. Children share their real-life experiences and build on their social skills, such as by spooning out food to share with their friends.
- Staff teach children mathematics through counting, exploring shapes and comparing sizes. Toddlers count pencils, and as staff remove one pencil at a time, they learn how quantities change.
- Children enjoy freshly prepared meals, which take into consideration any allergies or dietary requirements. Mealtimes are a sociable event, where staff and children talk about the healthy meal and fruit for pudding. Children demonstrate pleasure in the food that they are eating.
- Parents know who their child's key person is, which helps to build a positive relationship in supporting their child. Parents speak highly of the settling-in process and comment that it helps to reduce anxiety when leaving their child. They share that communication is good between themselves and staff. Parents appreciate the daily updates from staff, which provides information on what their child is doing each day, to further their learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training, which helps them to recognise the signs and symptoms of abuse. Where necessary, they know who to make a referral to, which keeps children safe from harm. When recruiting staff, leaders follow safe recruitment procedures and check staff's ongoing suitability on a regular basis. This ensures that staff remain safe to work with children. If a staff member has a concern about a staff member's conduct towards children, they understand their responsibility to report this. Staff complete daily risk assessments indoors and outside to reduce the likelihood of accidents. The manager ensures that most staff have completed paediatric first-aid training.

## 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 and development of staff's practice to raise the quality of education so that it is consistently of high quality

- provide staff with focused professional development and carefully reflect on the impact that training has on the quality of education
- support children to have a consistent understanding and knowledge of effective care practices when playing outside in the sun and keeping themselves healthy.

## Setting details

<b>Unique reference number</b>	EY282433
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10298176
<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>	70
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Places For Children (PFP) Limited
<b>Registered person unique reference number</b>	RP900891
<b>Telephone number</b>	0208 572 2499
<b>Date of previous inspection</b>	1 June 2022

## Information about this early years setting

The Co-operative Childcare Hounslow is one of 44 nurseries trading on behalf of Co-operative Childcare. It registered in 2005 and is situated in the London Borough of Hounslow. The nursery is open for 51 weeks of the year, from 7.30am to 6.30pm, Monday to Friday. It provides funded early education for children aged two, three and four years. There are 19 staff. Of these, one holds relevant early years qualifications at level 4, seven hold qualifications at level 3 and four hold qualifications at level 2.

## Information about this inspection

### Inspector

Jacqueline Halpin

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and inspector carried out a learning walk together and discussed the curriculum.
- The inspector spoke with parents and staff and took their views into account.
- The inspector observed interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector held a leadership and management discussion with the nursery's leadership team.
- The inspector sampled documentation, including insurance, staff's suitability and training certificates.

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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