

Inspection of The Co-operative Childcare Body Shop

Watersmead Business Park, Littlehampton BN17 6LS

Inspection date: 12 October 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Managers and staff do not complete thorough risk assessments of the environment. Procedures in place are weak. The managers and staff fail to identify potential risks and do not take action to remove or minimise these. Areas in the garden are unsafe and have not been securely sectioned off. For example, children can access wooden decking that is rotting and exposing screws. In addition, hazards such as stagnant water and broken equipment pose further risks of accident and injury to children. Furthermore, safety gates are left open, leaving cleaning chemicals within children's reach. This means that children's safety cannot be assured.

Despite this, most children arrive at the nursery happy. They separate from their parents with ease. Staff plan activities to support children's learning and development. For example, they encourage babies to stretch out to toys that are just out of reach and pull themselves up on low-level equipment. They support toddlers to learn how to use tweezers to pick up small items such as plastic spiders. Pre-school children enjoy making marks on large chalkboards. This supports children's muscle development. However, there are variations in the quality and consistency of activities offered. For instance, although some children engage in activities, others wander around the room, as staff do not plan activities that interest them. This results in poor behaviour, such as throwing toys and sand. Staff fail to recognise when children are not engaged. They do not support children to understand the impact of their behaviour. This does not support children's progress.

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

- Risk assessments are not effective. Managers do not take prompt enough action to address risks and maintain a safe environment. Although managers took steps to remove some hazards during the inspection, these had not been identified during daily risk assessments, particularly in the garden.
- The manager has a clear curriculum intent. She recognises the importance of supporting children's emotional development. However, the quality of education and teaching across the nursery is variable. Staff do not always recognise when they need to provide emotional support. For example, when children become upset, they are told they do not need to cry. This does not promote children's emotional development, despite this being a focus of the curriculum.
- Staff do not set clear expectations for children's behaviour. There are inconsistencies in strategies used across the nursery. At times, behaviour is overlooked or ignored by staff. For instance, behaviours such as running indoors, climbing on chairs and poking friends are not addressed. This does not support children to learn right from wrong.

- The new manager has an improvement plan in place. She demonstrates ambition to implement positive changes. Staff have regular supervisions and are provided with professional development opportunities. However, the manager fails to monitor the effectiveness of the training. For example, all staff, including the behaviour management coordinator, have recently received behaviour training, yet they still lack understanding of how to put this into practice.
- Children benefit from an effective key-person and buddy system. This supports children to form attachments with other members of staff if their key person is not available. Children's personal care routines, such as nappy changes and mealtimes, are managed by their key person. Staff ensure they follow familiar routines from home to ensure children settle and feel secure.
- Staff weave mathematics into children's play and planned activities. For example, they support children to count conkers and find the matching numeral. Children hear positional words such as 'under', 'over' and 'through'. This helps children to understand and use positioning words.
- Partnership with parents is effective. Parents speak highly of the nursery and praise the staff team. They feel well informed of their children's progress. Staff share children's next steps and provide parents with activities to continue their children's learning at home. Parents know who their child's key person is. They have regular opportunities to attend parents' evenings.
- The special educational needs coordinator, although new to her role, is confident to support children with special educational needs and/or disabilities. She works closely in partnership with parents and other professionals to develop targeted plans. This ensures that children receive the support they need.

Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff do not identify and minimise potential hazards to ensure children's safety. Although daily risk assessments are in place, these are not effective. This compromises children's safety. Despite this, staff know the signs that indicate a child may be at risk from abuse or harm. Staff demonstrate their understanding of the 'Prevent' duty and county lines well. Staff are aware of the whistle-blowing policy and know what action to take if they are concerned about the practice of a colleague. Recruitment is robust, and staff working at the nursery are suitably vetted.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that robust risk assessments are implemented, and that the risk assessment process is effective in identifying and removing all potential hazards	26/10/2023
provide staff with support and coaching to implement appropriate and consistent strategies for managing children's behaviour, to help all children to feel safe and understand how to manage their own feelings and behaviour.	26/10/2023

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

- strengthen the monitoring of staff and the implementation of the curriculum, to focus more closely on improving staff's practice so that they can provide all children with consistently good teaching.

Setting details

Unique reference number	EY466159
Local authority	West Sussex
Inspection number	10312453
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	113
Number of children on roll	162
Name of registered person	The Midcounties Co-Operative Limited
Registered person unique reference number	RP900862
Telephone number	01903 731848
Date of previous inspection	21 November 2019

Information about this early years setting

The Co-operative Childcare Body Shop registered in 2013. It is managed by The Midcounties Co-Operative Limited. It is located in Littlehampton, West Sussex. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The nursery receives funding for free early education for children aged two, three and four years. The setting employs 41 staff, 33 of whom hold appropriate early years qualifications.

Information about this inspection

Inspectors

Kelli Wiseman
Nicole Atkinson

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 provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager carried out a joint observation of an activity with the inspector.
- The inspector spoke to several parents during the inspection and took account of their views.
- Relevant documentation, including evidence of the suitability of staff working in the setting, was viewed.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Managers shared their vision and ethos of the nursery with the inspector.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.

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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