

# Inspection of The Co-operative Childcare Southampton

Warren Crescent, SOUTHAMPTON SO16 6AY

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Inspection date: 18 December 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**

Children confidently come into nursery and settle quickly. They are keen to share their thoughts and feelings. Staff recognise that children communicate in a range of ways, and they adapt their teaching to ensure that children can communicate with them. For example, some children use hand gestures or facial expressions to communicate their wants and needs.

Staff develop children's independence skills through everyday routines. For instance, children proudly help to lay the table and then self serve their Christmas dinner. Children demonstrate their good relationships with staff, as they are eager to show them their Christmas crackers and the prizes they have won.

Staff support children as they learn to manage their self care. For example, staff remind children to catch the germs when they sneeze. In addition, children learn about oral hygiene and the importance of brushing their teeth through play.

Children are curious and keen to learn. Older children learn about the environment and take pride in doing their best to look after it. For example, children take on the role of 'water warriors' to help preserve water and proudly tell staff they have turned off the taps that were left on. They keenly explain that you have to turn them off to save water so 'it doesn't run out'.

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

- Children make good progress in their learning and development. Staff track and assess children's development regularly to ensure they quickly identify any gaps in development, implementing interventions to help close the gaps if necessary.
- Staff have high expectations for children's behaviour. Staff build on children's understanding of the nursery's shared values as they progress through the nursery. For example, the youngest children learn about kind hands, and the oldest children learn about all four of the nursery's common shared values.
- Staff develop children's literacy skills in a range of ways. They encourage children to practise their early writing skills. For example, they eagerly write letters to Santa. In addition, children sing Christmas songs throughout the nursery. They are confident and eager to share their favourites, such as 'When Santa Got Stuck Up The Chimney'. This supports their literacy development as they learn about rhythm and rhyme.
- The manager has reflected on and evaluated the curriculum provision. She is working with staff to develop the curriculum further to ensure that it supports children's next steps in learning, with particular regard to personal, social and emotional development. As a result of the changes, staff's knowledge and understanding of the aims for children's learning are not yet fully embedded.

- Children who speak English as an additional language have their needs met well. Staff value and respect children's home language and learn common words to help children settle into the nursery. They work closely with parents to demonstrate the benefits of children speaking their home language, as well as English, at nursery.
- Children with special educational needs and/or disabilities have their needs met well. Staff ensure they provide children with opportunities to support their learning and development in ways that appeal to them. For example, children avidly join in as staff skilfully gain their attention through regular group times. Children become enthralled as staff pick different objects from the bucket and show them to children. These activities are designed specifically to help children close the gaps in their development, particularly around listening and attention skills.
- Children are familiar with the daily routines. However, at times, staff do not plan transitions effectively enough to ensure that children are consistently supported. For example, during mealtimes, there are sometimes long waits for children's food. This leads to children becoming restless and impacts on their behaviour.
- Staff use additional funding appropriately to enhance children's learning and development. For example, additional funding has been used to support the development of children's speech and language through the purchasing of additional resources and training for staff. Staff take care to ensure they use funding to maximise the support for each individual child.
- Staff develop good partnerships with parents right from the beginning. They take time to answer questions and reassure parents during settling-in sessions. Parents comment on how 'at home' they feel at the nursery. Staff share home learning ideas with parents to further support children's learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities in relation to safeguarding children. They know the signs and symptoms that may indicate a child is at risk of harm. Staff are confident in the reporting procedures within the nursery and through local safeguarding partners should they need to report a concern. This includes reporting a concern about a member of staff. Staff feel confident in being professionally curious and challenging others if they feel there may be a safeguarding risk. The manager has a secure understanding of robustly checking suitability during recruitment. They recognise the importance of ensuring suitability on an ongoing basis.

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

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

- support staff to fully embed their understanding of the learning aims of the curriculum and what they want children to learn while at the nursery
- review and improve the organisation of transitions throughout the day, with particular regard to mealtimes.

## Setting details

<b>Unique reference number</b>	EY297219
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10320468
<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>	1 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Buffer Bear Limited
<b>Registered person unique reference number</b>	RP900888
<b>Telephone number</b>	02380 777207
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

The Co-operative Childcare Southampton registered in 2004. It is located in the Shirley Warren area of Southampton. The nursery opens from 7am to 6pm, Monday to Friday, throughout the year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 29 members of childcare staff, 20 of whom hold suitable early years qualifications at level 2 or higher.

## Information about this inspection

### Inspector

Natasha Jarvis

## 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.
- The manager explained the curriculum intentions to the inspector during a learning walk.
- The inspector took part in discussions with staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- Parents shared their views with the inspector.
- The inspector observed staff and children throughout the day.

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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