

# Inspection of The Co-operative Childcare Bounds Green

Avenue Lodge, Bounds Green Road, LONDON N22 7EU

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Inspection date: 26 February 2024

**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 Inadequate

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

### **The provision is good**

The management team has taken swift action to initiate improvements since the last inspection. There has been a conscious decision to hold back on the enrolment of new children to the nursery. This has allowed managers to focus on staff training, support and supervision. The impact of this is that children are provided with a broad and stimulating curriculum. Staff express they are happy in their work and feel well supported by managers.

Staff demonstrate high expectations for children, with due focus on supporting their communication skills. They plan individual challenges for each child to help them progress. Effective partnership with parents further supports children to make good progress. Parents express that they know how to support their children's communication and language skills at home. This is because staff have shared guidance with them. Parents say they value staff's support in sharing positive strategies to manage children's behaviour, including toddler tantrums.

Children arrive happy to nursery. They receive a warm welcome from staff, which supports them to settle quickly. Children confidently access their stimulating learning environment. They are motivated in their play as they engage in learning experiences that support their interests. Staff have established secure relationships with children. This supports children to develop their independence and make choices about their learning. For example, children are confident to inform staff when they want to play in the garden. Their requests are quickly responded to. These positive relationships allow children to have a voice and be motivated in their learning.

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

- Managers demonstrate a competent knowledge and understanding of child development. Since the last inspection, managers have focused on working more directly with staff and children. This has facilitated a continual monitoring of the curriculum to strengthen practice and lift the quality of learning experiences.
- Staff continually assess children's progress to help plan for their next steps. They use effective tools to identify children who are showing signs of learning delay. Staff work effectively with parents and, where appropriate, outside professionals. This helps to ensure that clear targets and interventions are in place to support children's individual progression.
- Managers have supported enhancements to the curriculum. For example, they recognised that children needed more support in managing their oral health. Through fun, practical learning experiences, children confidently share their knowledge of how to keep their teeth healthy. They are diligent in scraping off play dough from models of teeth, and staff teach them how to avoid tooth

decay.

- Children are developing valuable self-care skills. They are confident to serve their own food. Lunchtime is a relaxed social occasion where children are encouraged to talk and share their news. Children are confident to let staff know when they have wet their clothing. Staff support children's independence by requesting they find their spare clothes. Sensitive support is given to help them to change into dry clothing independently.
- Staff enthusiastically engage children in discussions about their emotions. Older children are confident to discuss why they are happy, calm, or sad. Staff are skilled in supporting children's ideas and making connections as they share their own feelings. However, staff do not consistently recognise when younger and less confident children are not included.
- Children's physical development is given due emphasis. Children enthusiastically learn how to ride bikes, climb and balance in the garden. They enjoy hide and seek games, where staff facilitate children to follow the rules of the game. Children are delighted to take turns to hide and then to seek. Staff teach and encourage children to use their counting skills.
- Staff are vigilant in carrying out regular risk assessments to support children's safety. They teach children about risks in the environment. For example, children are praised for recognising when water is spilt on the floor. Staff discuss the potential hazards of slipping and having accidents.
- Children mostly behave well. Staff are positive role models and engage with children respectfully. They teach them strategies to share. For example, children know how to use sand timers when they want to play with a popular resource. However, staff do not consistently support children's understanding of behaviour expectations. For example, when staff ask children to follow an instruction, they do not always follow this through when children ignore these requests.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- improve the organisation of planned learning experiences so that all children, particularly younger children and less confident children, can fully engage
- strengthen teaching skills so that staff consistently give children clear messages to support their understanding of behaviour expectations.

## Setting details

<b>Unique reference number</b>	EY467308
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10315741
<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>	2 to 4
<b>Total number of places</b>	95
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	The Midcounties Co-Operative Limited
<b>Registered person unique reference number</b>	RP900862
<b>Telephone number</b>	02088880620
<b>Date of previous inspection</b>	26 September 2023

## Information about this early years setting

The Co-operative Childcare Bounds Green registered in 2013. It is situated in the London Borough of Haringey. The nursery operates Monday to Friday, from 7.30am to 6.30pm, throughout the year. The provider employs 11 members of staff, which includes a chef and a cleaner. There are nine staff who are employed to work directly with the children. Of these, four staff hold relevant early years qualifications.

## Information about this inspection

### Inspector

Siobhan O'Callaghan

## 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff and held meetings with the managers at appropriate times during the inspection. She took account of their views.
- The inspector carried out joint observations with the manager and deputy manager. These included observations of planned learning experiences and during the lunchtime routines.
- The inspector spoke to parents and children 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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