

# The Co-Operative Childcare Rose Hill Nursery

Inspection report for early years provision

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<b>Inspector</b>	Sheena Bankier
<b>Setting address</b>	The Oval, Ashurst Way, Rosehill, Oxford, Oxfordshire, OX4 4UY
<b>Telephone number</b>	01865 401852
<b>Email</b>	jacky.jones@imagine.coop
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

The Cooperative Childcare Rose Hill Nursery opened in 2004. It is part of a chain of nurseries operated by Mid-Counties Co-operative limited. The nursery is situated in the Rosehill area of Oxford and serves the local and surrounding areas. Children are cared for in a single story accessible and purpose built premises. There are four rooms and an additional communal area. All children share access to a secure enclosed outdoor play area. The nursery is open all year except for bank holidays from 8.00am to 6.00pm.

A maximum of 61 children under five years may attend at any one time. There are currently 60 children on roll who attend for a variety of sessions. Funded sessions are available for eligible children. The nursery welcomes children with special educational needs and/or disabilities and supports children who speak English as an additional language.

The Co-operative employs 13 staff and a manager to work with the children at the nursery, along with an administrator and a cook. Of these, 11 staff hold appropriate early years qualifications and the manager has a level six qualification. The setting receives support from the Local Authority and has close links with the local Children's Centre and Rose Hill playgroup. The nursery benefits from a Children's Centre teacher who provides support for six sessions a week during term time.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a good range of activities, outings and play experiences that support their progress well. Observation and planning systems for individual children are mainly sound. Good procedures and routines promote children's welfare, good health and safety effectively overall. The nursery actively identifies and makes improvements that benefit the children. Good communication with parents and others results in continuity and consistency in meeting children's needs.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop children's understanding further of how good personal hygiene promotes their good health
- review children's records of development to ensure these consistently track children's progress towards the early learning goals and reflect children's achievements and identify their next steps in learning

- review and reflect on children's awareness and understanding of their own and others safety.

## **The effectiveness of leadership and management of the early years provision**

Staff fully understand their responsibilities to safeguard children's welfare. Staff undertake safeguarding training and clearly understand the procedures to follow in the event of concerns arising about children's welfare. Comprehensive safeguarding procedures are in place. As a result, the nursery very securely safeguards children. Daily checks and risk assessments take place in and outside of the premises. This ensures potential risks and hazards are identified and reduced. Procedures to manage illness, medication and accidents are effective. Training in food hygiene and first aid enables staff to actively promote children's wellbeing.

Good monitoring and support processes enable the nursery to accurately identify its strengths and areas to develop and improve. Parents suggestions and comments are welcome, and a parent group contributes to this process. Training, workshops, one to one meetings and staff meetings increase and develop staff practice effectively. Staff soundly use their new knowledge to benefit the children in their care, for example, after a training course staff use props and puppets during singing. This enables children to make independent choices and benefits their language skills. As a result, the nursery drives improvements well and makes good continuous improvement. The nursery considers new resources carefully to ensure they will provide sufficient challenge and enjoyment to the children. It maintains the good range of resources well. This ensures children access toys and equipment that are clean and in good condition.

Children's individual backgrounds are valued highly. The nursery provides a good range of resources and activities that meaningfully reflect and embrace diversity. Staff demonstrate a good understanding of the individual children and how to meet their cultural and religious needs, such as, knowing key words in children's home languages and understanding the religious and cultural events families celebrate.

Good information is available to parents. A comprehensive information pack ensures parents have access to the nursery policies. Parents receive a regular newsletter to keep them up to date. Staff provide good feedback to parents verbally about their children's day and progress, and for children under three parents receive a detailed daily written diary. The nursery forges strong partnerships with others. This promotes smooth transitions, for example, when children leave to attend full time education, and supports individual children and families effectively.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in relation to their starting points. The short term planning system enables staff to securely plan for children's next steps of learning through ongoing observations. Children's individual records of progress are not always consistent in tracking and recording children's achievements and next steps of learning. Parents are able to contribute to their children's records through completing 'wow vouchers'. This provides a wider view of children's learning and development progress.

Good activities and staff interaction actively support children's learning, for example, through questions, discussions, and making observations with children. Children demonstrate enthusiasm for experiences at nursery, for example, children greet the 'singing basket' with excitement, chatting about their favourite songs and start to sing independently. Staff encourage children's confidence in building their skills effectively, such as, providing plenty of praise and encouragement to newly walking babies. This very soundly supports children in developing their skills further. Children take part in purposeful activities and access resources that promote the good development of their future skills, for example, during water play staff encourage children to estimate and count the number of cupfuls it takes to fill a container.

Effective routines ensure good hygiene, for example, all children regularly wash their hands throughout the day. Staff talk to children about needing 'clean hands for lunch', although children's understanding of the importance of good hygiene is not always extended further. Children benefit from regular fresh air and physical activity and use the garden daily and benefit from outings to local amenities. Children grow their own vegetables and this supports children's understanding of where food comes from. A healthy and nutritious varied menu encourages children to widen their tastes.

Children feel happy and secure at the nursery. Good settling in procedures support children well. The keyperson works closely with parents and the nursery gains sound information about children's needs. As a result, staff have a clear understanding of individual children needs. Children develop good relationships with staff and begin to form good friendships with their peers. Children behave in ways that are safe for themselves and others overall. Occasionally children are not always aware of potential dangers, such as, shoe laces becoming a trip hazard. Children's behaviour is good and the children in the Stripes room demonstrate a secure understanding of the 'room rules'. Staff provide a good role model to children, for example, they are calm and use and encourage good manners. Children take a positive role in the nursery, such as, helping to tidy up. Children have equal access to the toys and resources regardless of gender. Children access toys and resources that reflect and value diversity in their natural play.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met