

Inspection of The Co-operative Childcare Hounslow

Chinchilla Drive, Hounslow, Middlesex TW4 7NS

Inspection date: 30 May 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and safe attending this nursery. The caring and kind staff build warm relationships with the children. They prioritise the well-being of the children and ensure that they are happy and settled. On the rare occasions that children are feeling sad, staff skilfully distract them with their favourite activity, or offer them a cuddle to reassure them.

Staff support children to behave well, by calmly and consistently reminding them of the behaviour expectations. They offer warm praise when children show positive behaviours. Staff ensure that children understand the well-embedded routines. They use songs to remind children of the routine, such as singing as the children wash their hands. Staff clearly explain to the children what will happen next during the day. This helps children to feel safe and secure.

Staff have high expectations of what children should achieve while at nursery. For example, they carefully consider how to support children to develop their independence and self-care skills. Children learn to self-serve their food and pour their own water. 'Helpers of the day' proudly help staff to set the table for lunch. Learning self-care skills such as these helps children to prepare for the next stage of their learning.

Staff know their key children well and have a good understanding of the progress they have made and the next steps in their learning. They carefully plan opportunities to help children to achieve these next steps, so that children make good progress in their learning.

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

- Staff support children to make progress in their communication and language. They get down to children's level and narrate as they play with them, supporting children to use new language. For example, staff repeat the word 'pour' as babies play with water, or talk about what children are eating at lunchtime. Staff read lots of stories with children and give them many opportunities to look at books. This helps children to make progress in their language development and to develop a love of books. However, staff do not always use a wide variety of ambitious vocabulary with the children. On these occasions, this does not support children to build their vocabulary.
- Staff talk to children about their emotions to help them to express how they are feeling. For example, while talking about 'The Colour Monster' book, staff help children to talk about times when they have experienced the emotions that they are reading about in the book. This supports children to develop their understanding of their emotions.

- Staff support children to make good progress in their physical development. Children use a wide variety of mark-making materials, and squeeze and roll play dough to strengthen the muscles in their hands. They develop their hand-eye coordination as they pour water or transfer flour from one pot to another. Children strengthen their core muscles as they push wheelbarrows. They develop their balance as they travel along beams and tyres.
- Leaders prioritise staff well-being. They carefully consider how to show their staff how valued they are, through initiatives such as regular pamper days and an annual practitioner day to celebrate staff. This helps staff to understand how important the job that they do is.
- Leaders have a strong focus on ensuring that children with special educational needs and/or disabilities make good progress. They identify children who may need extra support early. Leaders work with staff to implement strategies to help children make progress towards their individual learning targets. They work closely with the local authority and other professionals to ensure that children get the support that they need.
- Leaders are reflective and work hard to make continuous improvements to the setting. They effectively identify gaps in staff knowledge and practice. They then provide targeted supervision and training to support staff to improve in these identified areas. This leads to good outcomes for children.
- Leaders work hard to build strong parent partnerships. They communicate effectively with parents, so that parents understand the progress that their children are making. Leaders seek the views of parents, and implement feedback received where relevant. They plan regular opportunities for parents to participate in nursery events, such as a recent parents' afternoon tea. This helps parents to feel part of the nursery community.

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:

- support staff to consistently use a rich and varied range of vocabulary with the children, to help children build a wider range of vocabulary.

Setting details

Unique reference number	EY282433
Local authority	Hounslow
Inspection number	10303181
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	70
Number of children on roll	97
Name of registered person	Places For Children (PFP) Limited
Registered person unique reference number	RP900891
Telephone number	0208 572 2499
Date of previous inspection	12 June 2023

Information about this early years setting

The Co-operative Childcare Hounslow 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 23 staff. Of these, one holds a relevant early years qualification at level 4, 12 hold qualifications at level 3 and five hold qualifications at level 2.

Information about this inspection

Inspector

Jenny Gordon

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 and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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