

Coco's Pre-School Centre Ltd

Inspection report for early years provision

Unique reference number	EY340767
Inspection date	02/06/2011
Inspector	Patricia Champion

Setting address	Cocos Nursery, Blindmans Lane, Cheshunt, WALTHAM CROSS, Hertfordshire, EN8 9DW
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Type of setting	Childcare on non-domestic premises

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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

Coco's Pre-school Centre Ltd is privately owned. It opened under new management in 2006 and operates from five playrooms within a single-storey building in Cheshunt, Hertfordshire. All children share access to a secure, enclosed, outdoor play area. A maximum of 50 children may attend the pre-school at any one time. The pre-school opens five days a week all year round. Operating times are from 8am until 6pm.

There are currently 69 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions or full day care. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs 13 staff, of whom 12 of the staff hold appropriate early years qualifications. There is one member of staff working towards Early Years Professional Status and one working towards a recognised early years qualification. The nursery also employs a cook. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from being cared for in an inclusive setting where their unique needs are known and respected. They play in safe and secure premises and make good progress in their learning. Most of the essential documentation that promotes children's welfare is well maintained. The pre-school is extremely responsive to the needs of the families who use the provision and staff work well with other early years professionals to enhance continuity in children's learning. The management and staff team work together effectively to identify and plan future improvements and are committed to enhancing outcomes for children.

What steps need to be taken to improve provision further?

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

- review risk assessments for outings to ensure that they cover anything with which children come into contact regarding the different venues
- update the written policies and procedures to reflect current practice and ensure that staff record children's full names on documentation.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the staff are fully aware of their child protection responsibilities. They have all attended safeguarding training to ensure that their knowledge of reporting procedures and the possible indicators of abuse are kept up-to-date. All staff have completed the necessary background checks through the Criminal Records Bureau. A high priority is given to the security of the children. Entrance doors remain locked, CCTV systems operate and any visitors to the premises are very closely monitored. Each day the staff check the premises and risk assessment is detailed and now effectively identifies areas to be checked and steps taken to minimise hazards. Although a basic risk assessment is undertaken for outings, children may not be fully protected as this does not yet contain sufficient detail about potential risks at different venues. All the important regulatory documentation such as policies, registers, accident and medication records are in place and shared with parents where necessary. However, there is potential for misunderstandings as some of the written policies and procedures have not yet been updated to reflect current practice and staff are not always recording the full names of the children on documentation.

Since the last inspection significant improvements have been made to enhance outcomes for children. Use of the play space has been thoughtfully reviewed. Children are now given many more opportunities to create and influence their own play both inside and outdoors, where they can be inventive and share their ideas. Staff enthusiastically attend training courses and act on advice from their development worker to update their knowledge of the Early Years Foundation Stage. Consequently, the areas for development from the last inspection have successfully been resolved. The management and staff have developed self-evaluation and reflective practice to include all aspects of the provision to enable them to widen the areas for development and maintain continuous improvements.

Children are warmly welcomed and fully included in the pre-school. Diversity is valued and staff are effective in ensuring that all children are integrated well and achieve as much as they can. Their individual needs are well known and respected because the staff gather plenty of information about each child right from the start, including useful details about the home language and heritage of each family. There is good support system in place for children with special educational needs and families with English as an additional language. The special educational needs coordinator works closely with external professionals and agencies to ensure that children get the additional support they need. Resources which portray positive images of culture, ethnicity, gender and disabilities are used within everyday play. This ensures that children feel good about themselves and acquire a positive attitude towards each others' differences.

Children thrive because the staff team work very closely with their parents and strive to meet their particular needs by offering flexible care. Children are well placed to continue their learning at home because parents obtain information about any achievements through conversations and have regular opportunities to look at the Learning Journals. Parents become involved in their children's learning

through the 'Buggy Buddies' scheme, by contributing photographs for the family trees or by taking the pre-school teddies on family holidays and sharing information about their adventures. Surveys are used effectively to gather parents' views; they speak positively about the care and education their children receive and really appreciate the efforts the staff make when settling the children into the pre-school. The staff liaise effectively with nearby schools and the adjacent children's centre to aid transitions into full-time education and to ensure that there is continuity in children's care and learning.

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

Children are eager and enthusiastic learners who are keen to explore and investigate activities and resources. Interaction is lively and staff take every opportunity to encourage children to think and give interesting answers. Staff display photographs and colourful examples of artwork at the children's level to acknowledge their achievements and demonstrate that their efforts are valued. Children also have individually named drawers to stow their personal possessions. Routines encourage children in their independence and they thoroughly enjoy the opportunity to choose when to eat their snack or whether to play indoors or outside. The outdoor area offers a wide range of activities linked to all areas of learning.

Children have good opportunities to develop their early writing when they make use of the ample mark making equipment which is on offer indoors and outside. They link sounds to letters, practise pencil control and begin to recognise and write words familiar to them. Children listen intently to stories and develop a love of books as they sit in the welcoming and comfortable personal spaces created specifically for quieter play. They use numbers and recreate patterns in a range of activities throughout the pre-school. Children are creative as they independently choose from a range of art materials and concentrate as they produce highly original work using their own ideas and suggestions. Good opportunities are provided for children to develop their scientific and technological knowledge and they have access to a computer and digital magnifier. Consequently, children of all ages become confident and gain the skills they need for future learning.

Children are making good progress towards the early learning goals given their starting points and capabilities. The staff are continually reviewing the methods of assessment and planning. Key persons frequently observe children in a variety of ways and their next steps in learning are continually identified and used to inform the planning. Progress and achievements are celebrated in attractive individual Learning Journals, supported by many photographs and examples of the children's artwork. These development records are regularly analysed to ensure that there are no gaps in learning.

A healthy lifestyle is encouraged through good hygiene routines and by offering freshly cooked meals and nutritious snacks. Drinking water is freely available throughout the day so that children do not become thirsty or dehydrated. The children discuss the food that is good for you and have an interesting outdoor area

where they grow vegetables, learn how to support their growth and then enjoy tasting them at snack times. The development of social skills, politeness and good manners are frequently promoted. Children are encouraged to take responsibility for laying and clearing the table at lunch time. They effectively gain an understanding of the importance of behaving responsibly and use gardening tools and cutlery carefully and safely. Fire drills are regularly practised so that children and staff know how to swiftly evacuate the premises in an emergency. Children know that they need to wear sun hats and sun lotion to protect their skin from burning in hot weather. Staff recognise when children become tired. A comfortable area is created where they can relax or sleep peacefully and undisturbed.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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