

# Cosy Corner Day Nursery

Inspection report for early years provision

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**Inspection date** 15/05/2012  
**Inspector** Christine Stewart

**Setting address** 36 Lorne Road, Oxton, Prenton, WIRRAL, Merseyside,  
CH43 2JN  
**Telephone number** 01516 528984  
**Email** [enquiries@cosycornerdaynursery.co.uk](mailto:enquiries@cosycornerdaynursery.co.uk)  
**Type of setting** Childcare - Non-Domestic

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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*.

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## **Description of the setting**

Cosy Corner Day Nursery registered in 2011. It operates from a large converted house in Oxtan, Wirral. The nursery is owned by Danielle Day Nurseries Ltd. The children are cared for over two floors, there is no lift access. There are enclosed areas available for outdoor play.

The nursery opens from Monday to Friday for 51 weeks of the year, closing at Christmas and on bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 50 children at any one time. There are currently 23 children on roll. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming environment where staff know them well and respect their individuality. Overall, children enjoy a good range of activities, which enables them to make progress in their learning and development. There are good partnerships established with parents and links with other providers initiated. The self-evaluation process has been introduced to identify the strengths or areas to develop within the nursery.

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

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

- develop outdoor plans to encompass a broad range of activities and experiences to promote children's enjoyment and progress in all aspects of their learning
- develop the self-evaluation process to improve the outcomes for children and seek and include the contributions from parents.

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

All staff have attended safeguarding training and have a good understanding of how to implement procedures to safeguard children. Relevant systems, including policies and procedures, children's information details and consents are in place to protect children and meet all the regulatory requirements. Comprehensive risk assessments are conducted and daily checklists are completed to maintain an environment which is safe for children. All staff are trained in first aid, which

enables children's health to be efficiently safeguarded in an emergency. The recruitment and induction procedures ensure adults are qualified and are suitable to work with children.

This is the nursery's first inspection since registration. The nursery fully supports all members of staff to continue to access appropriate training and development to improve outcomes for children. For example, Sensory Exploration through Treasure Baskets, Physical Activity in the Early Years and Amazing Role Play are just a few of the training workshops staff have attended. As part of the nursery's commitment to promoting children's health they have enrolled for 'Wirral Health Promoting Early Years Status' They have already achieved the highest rating from the 'National Food Hygiene Rating Scheme' which demonstrates their commitment to promoting children's well-being. The nursery has initiated systems for self-evaluation. However, this does not incorporate the views of parents and children which limits their ability to contribute to improving the setting. The nursery is well organised and inclusive, children have good space inside and outside. Resources are stored to encourage children to be independent and make their own choices in their play.

Partnerships with parents are good. Staff communicate with parents on a daily basis to share information about their children's routines. Parents are kept well informed through newsletters, policies and procedures, children's two monthly written progress reports and information on noticeboards. Parents comment very favourably about the good quality care their children receive from the staff, who they trust. They particularly appreciate that their children's individual needs are recognised and well met. They comment on how much their children enjoy attending the nursery and how well their children's confidence and social skills have developed. The staff work with other practitioners, such as speech therapists to support individual children. They are aware when the need arises to work in partnership with other providers delivering the Early Years Foundation Stage to ensure a cohesive service is provided to children and their families.

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

Staff have a good understanding of the Early Years Foundation Stage. They undertake regular observations, assessments and identify next steps in children's learning to support their development and progress. Planning is generally effective and provides challenges and enjoyment for the children. Planning for outdoor play meets children's physical needs well. However, plans for outdoor learning in other areas of learning are less effective. There is a good balance of adult-led and child-initiated activities to support children's interest and progress.

The routines and environment support children's good progress in communication language and literacy. Older children show confidence in asking questions and engaging in conversations with adults, which supports their language and communication skills. From an early age, children show an interest in books, babies handle books independently and express delight as they lift the flaps on the page to reveal more pictures. Children's own laminated 'All about me ' books are

used well to promote language and conversation. Children's joy is evident as they share their books with others eagerly informing on who and what the photographs are about. Staff respond appropriately to the vocalisation of babies encouraging their babble with smiles and gestures. Labels on resource tubs and room objects help develop children's understanding that print carries meaning and there are opportunities indoors and outside for children to mark make. Children have access to resources to introduce them to information, communication and technology these include computers, tills in the shop area, disc players and programmable toys. Younger children are introduced to technology through a range of cause and effect resources. All children can access all areas with no gender bias. This has a positive impact on their learning and development. A good range of posters, books and other resources promote children's awareness and understanding of difference. Children have opportunities to develop their problem solving and numeracy skills in everyday play, as they construct with the wooden train set to complete their design. Children are creative and express their own ideas through role play, art and craft. In the baby room children enjoy exploring different textures, swaths of fabrics and the contents of treasure baskets provide babies with interesting materials to encourage them to feel and explore. They listen to music and jiggle their bodies to the sounds. They are well occupied with appropriate activities that are fun and promote their learning. For example, they explore bubbles in the water play and enjoy the sensation of the water as they splash and kick. They have opportunity to experiment with paint and their art work is attractively displayed on the baby room wall. They demonstrate they feel secure as they become confident to explore their environment and appear content in the nursery routine.

Children's art work of fruits and healthy options are framed and displayed in the dining area to promote children's understanding of what constitutes a healthy lifestyle. Meals and snacks are prepared on the premises and provide children with a range of fruits and vegetables. Water is available in all the rooms for children to help themselves to and remain hydrated. The outdoor environment offers good space for children to pursue energetic activities, such as, jumping, climbing, ball games and riding wheeled toys. Children practise appropriate routines for their own personal hygiene, for example they wash their hands before eating and brush their teeth after meals. Children are well behaved and are developing a good understanding of what is expected of them throughout the daily routine. They are encouraged to be kind and pleasant to each other, and they learn to take turns. For example, children share resources in the home corner and wait to use the water jug in the play rooms.

## 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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

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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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