

Coco's Pre-School Centre Ltd



Cocos Nursery, Blindmans Lane, Cheshunt, WALTHAM CROSS, Hertfordshire, EN8 9DW

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| Inspection date | 27 January 2015 |
| Previous inspection date | 2 June 2011 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff are determined in their approach to supporting children with special educational needs and/or disabilities to make sure they are fully integrated into the provision
- Staff respond skilfully to children's emerging needs and interests so that they are keen and motivated to learn
- Staff have a good knowledge of safeguarding procedures and receive regular training to keep their knowledge up to date. This ensures that they keep children safe
- Children are well prepared as they move up through the preschool to school, acquiring a good range of skills and confidence as independent learners
- Strong partnerships with parents and others support the children's care, learning and development
- Effective supervision is provided by the leadership and management team to promote the professional development of the staff which has a positive impact on the quality of teaching
- Staff work together to identify strengths and areas that can be developed or enhanced to improve the provision for all the children attending

It is not yet outstanding because:

- Records of risk assessments are generally effective but they do not always include the adaptations required when new equipment is added to the provision, such as re-deploying staff to supervise children on climbing apparatus or the surrounding area
- Toys and resources to promote diversity and for children to find out about people and their community does not always reflect different family groups
- A very recent change to the recording of next steps for the most able children does not reflect their abilities and the next step that staff are working to

What the setting needs to do to improve further

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

- enhance the risk assessments procedure when new equipment is installed so that they identify any potential risks to children before the equipment is used by them
- re-introduce the inclusion of the next steps for the more able children to ensure that they make the best possible progress
- extend the range of resources to promote diversity to help children understand different types of families in the community that children live in

Inspection activities

- The inspectors observed activities in all areas of the nursery including the outdoor area
- The inspectors spoke to the members of staff and children at appropriate times during the inspection
- The inspectors spoke to the owner and management team at appropriate times during the inspection
- The inspectors carried out joint observations, one with the owner/manager and one with the member of staff with Qualified Teacher Status
- One inspector spoke to parents to seek their views on the day of the inspection
- The inspectors looked at children's records, planning documentation, evidence of the suitability of staff working at the provision, including their qualifications and a range of other documentation including policies and procedures

Inspector

Cheryl Langley / Caroline Clarke

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children learn and develop in a stimulating friendly environment, supported by skilful staff who are aware of children's individual needs and stage of development. They use the observations made of children effectively to plan for each child's next step in their learning. Overall, children's records reflect this. However, recent changes mean that next steps for more able children are not recorded. While staff challenge these children appropriately, they are not focussed specifically to help them make best possible progress. Staff join-in with children's play. They encourage them to develop their own ideas and strategies for doing things. Enjoyable activities promote communication and language. Children place toys, 'under' or 'next to' or use dough to 'squash' and 'flatten' with enthusiasm. They form a positive sense of themselves and become independent. They are prepared for school, forming positive relationships and communicating confidently. Activities cover the areas of learning in a balanced enjoyable way.

The contribution of the early years provision to the well-being of children is good

Staff know the children well and form positive relationships. They are skilled in supporting unsettled children or those with differing abilities. A range of stimulating resources encourages children to play, explore and investigate. Toys and books reflect most aspects of the diverse community. However this does not include different family types. Children's behaviour is managed well. Staff are good role models. Children develop self-esteem and respect for others. Staff are attentive and interested in the children, creating a calm and secure atmosphere. They continue to support children in their learning and development during care routines. Children are therefore confident and independent. They know about keeping themselves safe. Children discuss how to use utensils, such as a knife and fork, or scissors safely. They enjoy healthy food during sociable mealtimes. In general, risk assessments to maintain children's safety are effective and staff are able to identify risks as they develop. However, they do not always provide the most effective staff supervision when new equipment is introduced to pre-empt potential hazards.

The effectiveness of the leadership and management of the early years provision is good

Staff work hard to ensure children are not disadvantaged. Strong partnerships with parents and others provide a high level of support for children who may have special educational needs and/or disabilities. Parents play an active part in their children's learning. Initiatives link the home and nursery to support children's learning, such as sharing books or toys to develop communication and language, personal social and emotional skills and an understanding of the world. All members of staff have knowledge and understanding of their role and responsibility to safeguard children. Steps are followed to keep children safe. The leadership and management support the staff well. They work closely to ensure all the areas of learning are covered and that there is a good balance of child-led and adult directed play. All staff are included in evaluating the nursery to drive improvement. Effective monitoring informs continuous training and professional

development which makes sure staff provide a good standard of care and learning.

Setting details

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| Unique reference number | EY340767 |
| Local authority | Hertfordshire |
| Inspection number | 1007175 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 0 |
| Total number of places | 0 |
| Number of children on roll | 70 |
| Name of provider | Coco's Pre-School Centre Ltd |
| Date of previous inspection | 2 June 2011 |
| Telephone number | 01992 626 123 |

Coco's Pre-School Nursery is privately owned and was originally established in 1991 and relocated to its current premises in central Cheshunt in 1994. The nursery has five separate areas, these are defined as; the main classroom, quiet room, physical education room, art room and an outdoor area comprising of a lawn and paved garden to the rear.

The nursery is registered to provide care for a maximum of 50 children. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 70 children on roll in the early years age group who attend on a part-time or full-time basis. Children attend from the local and wider geographical areas. The setting supports a small number of children who speak English as an additional language.

The nursery opens between the hours of 8am and 6pm, Monday to Friday, all year round, with the exception of bank holidays.

There are 13 staff members in total including the manager cook and a caretaker (we also take on and support students and voluntary staff for time to time), 11 of our staff work directly with the children, and include 10 with early years qualifications and two with SEN, all staff have received safeguarding training (which we also provided to voluntary staff), safeguarding update training completed March/April 2014, over half of the staff have current first aid training and we have a qualified teacher. All staff are trained in health and hygiene. One member of staff is working towards an NVQ Level 3.

This inspection was carried out by Ofsted 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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