

# Cosy Toes Nursery

431 Mainway East, Middleton, Manchester, Lancashire, M24 1RD



<b>Inspection date</b>	15 July 2016
Previous inspection date	20 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider has successfully improved the setting since the last inspection. All requirements are now met. Outcomes for children are good and children are well-prepared for school. Leaders check teaching, learning and assessment carefully to make sure that gaps in achievement between groups of children are closing.
- The leaders work particularly well with parents and with external professionals to meet the specific needs of children who have special educational needs and/or disabilities. They regularly revise these children's individual educational plans to help them to catch up.
- Parents receive accurate information about their children's progress to help them build on children's learning at home. Staff use information from parents effectively to plan enticing activities based on children's interests. This extends children's learning well.
- Relationships nurture children's confidence well in all age-groups, including the out-of-school club. This supports children's emotional well-being effectively. Children learn how to keep themselves safe. For example, by checking the safety of the pre-school room. They learn about healthy lifestyle choices, eat fresh fruit and vegetables daily and have regular physical activity in the fresh air.

### It is not yet outstanding because:

- At times the organisation of activities set up to encourage children to learn about letters and sounds does not help children to listen carefully, because there is too much background noise.

## What the setting needs to do to improve further

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

- improve the organisation of sessions to help children learn about letters and sounds. Make sure that children are able to listen carefully without having to contend with unnecessary background noise.

### Inspection activities

- Her Majesty's Inspector (HMI) observed the quality of teaching during activities in all areas of the pre-school and out-of-school club, including the outdoor areas.
- HMI held meetings with the provider (who is also the manager). HMI also spoke with children, parents and staff at appropriate times throughout the inspection. She held a meeting with the local authority early years team quality improvement officer and a telephone conversation with the area special educational needs coordinator.
- HMI carried out two joint observations with the provider as well as general observations in all age groups, some of which were accompanied by the manager.
- HMI reviewed evidence of staff's qualifications, training and suitability. She looked at the self-evaluation form and a sample of supervision records.
- HMI tracked two children and viewed their assessments. She sampled other assessments including the two-year-old progress checks. HMI looked at a selection of policies and procedures, including safeguarding and other documents supporting the way leaders meet the requirements of the early years foundation stage.

### Inspector

Linda McLarty

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders check children's assessments regularly to make sure any gaps in learning are prioritised when planning children's next steps. Leaders evaluate the strengths and weaknesses of the setting accurately and have high expectations of staff and children. Staff are held closely to account for their key children's progress. Observations and regular supervision sessions are used well to give staff detailed feedback to help them improve. Leaders encourage staff to reflect on their work, build on their qualifications and to access training to improve their teaching. Safeguarding is effective. Leaders check the initial and continuing suitability of staff and their knowledge of the latest safeguarding guidance, to make sure staff know how to identify and report concerns. This helps to protect children.

### Quality of teaching, learning and assessment is good

Staff continually refresh the learning environment to build on children's changing interests and encourage them to explore and investigate. Children confidently try new experiences. For example, babies explore the texture of cooked pasta. Toddlers develop scientific curiosity as they discuss what happens when they mix water, sand and powdered paint. Staff extend this well, encouraging children to use the mixture to draw shapes, practice early writing, paint pictures and make prints. Pre-school children count scoops of flour into different types of scales as they weigh ingredients for baking. The leaders have introduced specific programmes to support children's listening skills. However, sometimes too many of these small-group sessions are delivered at once in the pre-school room. As a result, the background noise hinders children's ability to copy individual sounds.

### Personal development, behaviour and welfare are good

Children in the out-of-school club explain how activities are linked to topics in school. They help to decide what resources and activities they want to do each session and in the holiday programme. They confidently describe how to keep themselves safe when walking from the club to school. They help younger children to walk safely and be considerate of the neighbours and others on the path. Nursery children learn about keeping safe through gentle reminders, enhanced by visits from the local road safety team, fire officers and police. Children develop healthy eating habits as they enjoy fresh fruit at every snack or meal time. Nursery children learn to take care of their own handwashing and toileting needs. They extend their physical skills well in the well-equipped outdoor learning spaces. The newly introduced 'dough gym' is used to develop the strength and muscles needed for early writing skills. Staff know the children and their families well. They are alert to any changes which might indicate that children and staff need more support, such as extended, unexplained absences from the setting.

### Outcomes for children are good

All children make expected or better progress. They are well prepared for the next stage of their learning. Where necessary children receive additional support to help them catch up. Most children start school as confident, motivated learners. They can name and match shapes, count, measure and estimate quantities.

## Setting details

<b>Unique reference number</b>	EY303108
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1052517
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	86
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Cosy Toes Nursery Ltd
<b>Registered person unique reference number</b>	RP525359
<b>Date of previous inspection</b>	20 July 2015
<b>Telephone number</b>	0161 654 6517

Cosy Toes Nursery registered in 2005. The nursery is in the Middleton area of Greater Manchester and the providers also own three other nurseries. The Cosy Toes Nursery employs 21 childcare staff. Of these, 16 hold an early years qualification at level 2 or above. This includes two staff with early years professional status and one with qualified teacher status. The nursery provides funded nursery education for two-, three- and four-year-old children. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm.

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