

# Coccinelle Day Nursery

St Matthias Church, Kimberley Road, London, E16 4NT



<b>Inspection date</b>	21 July 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 effectively monitors children's progress. She provides extra support when needed to help them catch up. Children make good progress from their individual starting points.
- Effective self-evaluation helps the provider to improve outcomes for children. For example, the provider evaluates practice in different areas to improve the quality of her provision. The environment is stimulating and inviting, and children view displays of their work which are at their eye level and help to build children's self-esteem.
- Staff have established good relationships with parents to support continuity of learning between home and nursery. Parents comment positively about staff practice and progress their children have made in their confidence and independence. Staff share information and regularly involve parents in their children's care and learning.
- Staff provide a warm, caring environment for children. They welcome children and parents. Children are happy, secure and independent.

### It is not yet outstanding because:

- Although staff support children's language development well overall, at times, they do not take all opportunities to model and consistently use language, to help build children's communication skills further.
- Occasionally, staff do not fully challenge and extend children's awareness of mathematical ideas, such as measurement, addition and subtraction.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their communication and language skills further through their everyday activities
- provide more regular opportunities for children to develop and improve their mathematical awareness.

### Inspection activities

- The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector had discussions with the provider about policies and procedures, and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff are vigilant to any signs of harm to a child and know how to follow reporting procedures. Staff carry out risk assessments, to help maintain children's health and safety. The provider carries out supervision for staff to support them in their roles and provides training opportunities to help with their professional development and to improve their skills.

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

Staff use good observations and assessment processes to help them effectively monitor children's achievements and plan for their future learning. Staff help children to develop their physical skills well. For instance, children move freely between indoors and outdoors. Younger children climb confidently and use buckets for filling and emptying sand. Older children enjoy riding wheeled toys and climbing the large apparatus. Staff encourage children to develop their creative skills effectively. For example, children gain confidence in their own ways of presenting their ideas through painting, or pretending to bake cakes in the mud kitchen. Staff support children's understanding of world well. For instance, children use large bricks for the construction of 'houses'. Staff support younger children to make relationships. For example, children play alongside others and venture away to play and interact with others. Older children initiate conversations about 'cooking' and elaborate on their play ideas, such as asking for more resources to build up the role-play activity. Staff support children's literacy and early reading skills effectively. For instance, children enjoy stories they already know and staff pause at intervals to encourage them to try to read the next word.

### Personal development, behaviour and welfare are good

Staff support children's independence well. For example, during mealtimes, children independently hand out plates and cutlery, serve themselves and use good table manners. Staff carefully consider when a child is ready to move up to another room. For example, staff make sure children are emotionally ready and that their needs are met. Staff support children's awareness of diversity well. For instance, children enjoy playing with various cultural materials to 'dress up'. Staff teach children about different cultural festivals. Children are well behaved and staff encourage children to respect each other. For example, they understand rules and boundaries, and the consequences of their behaviour.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, are well prepared for their next stages in learning, including school. They listen with interest to the noises adults make when they read stories. Children respond to and follow simple instructions, such as when they are asked to tidy away. Younger children are beginning to be independent in managing tasks, such as handwashing. Older children show a good understanding of managing their personal care needs and how this contributes to their good health.

## Setting details

<b>Unique reference number</b>	EY487902
<b>Local authority</b>	Newham
<b>Inspection number</b>	1009938
<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>	1 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Coccinelle Limited
<b>Registered person unique reference number</b>	RP906478
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02075113113

Coccinelle Day Nursery registered in 2015 and is one of three privately owned settings. The nursery operates from St Matthias Church in Canning Town, in the London Borough of Newham. The nursery operates on Monday to Friday from 8am to 6pm, for 51 weeks of the year, excluding bank holidays. The setting employs seven staff. All staff, including the provider, hold appropriate early years qualifications. Of these, three staff hold qualifications at level 2, two staff hold qualifications at level 3 and a further two staff are qualified at level 6.

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