

Cosy Toes Nursery

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



Inspection date	27 September 2017
Previous inspection date	15 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff are kind, caring and considerate. They know their key children well and build strong and trusting relationships with them and their families.
- Staff interact positively with children and teach the basics, such as communication and language particularly well. Staff provide lots of demonstration and repetition when they talk to children and give them time to think and respond.
- Staff work in partnerships with other professionals involved in children's learning. They regularly share information and implement plans, to ensure a joined-up approach to support children's continued good progress.
- The manager gathers and evaluates information about the different groups of children that attend, to help target teaching and narrow gaps in achievement. Children, including those who have special educational needs and/or disabilities make good progress in their learning.
- Staff provide lots of activities and plan routine times of the day well to support children to be able to 'have a go' and do things for themselves.

It is not yet outstanding because:

- Staff do not gather detailed information from parents about their child's stage of development on entry, to help them better shape early experiences and activity planning.
- Staff do not fully consider the unique and different ways in which individual children learn and use this information to plan even more meaningful and individual experiences.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what their child can already do when they first start and use this information to shape and enhance early experiences and planning
- strengthen systems for observation, assessment and planning to sharply reflect the different and unique ways in which children learn.

Inspection activities

- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager who is the provider. She looked at relevant documents and evidence of the suitability of staff working at the setting.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The setting is safe and secure. Staff carry out daily risk assessments on all aspects of the provision and for any outings. Robust recruitment and vetting procedures are in place. Staff are well qualified and deployed effectively both indoors and outside. This means required adult-to-child ratios are maintained and children are appropriately supervised at all times. Staff understand the procedures to follow if they have any concerns about a child. The manager provides regular supervision and encourages staff to undertake training to increase their professional knowledge, for instance, supporting children's communication skills. Learning from these is used well and contributes to the self-evaluation of the setting. For example, they have added more literacy resources to the environments and implement targeted communication sessions, to help close gaps in children's learning. Parents' contributions to the self-evaluation of the nursery are regularly sought and highly valued. Overall, information sharing is used well to keep parents informed of their child's progress.

Quality of teaching, learning and assessment is good

Staff observe children and plan suitable activities that, overall, support the next steps in their learning. Staff are skilled in helping children extend their communication skills. For example, they ask a range of challenging questions that prompt older children to think. They frequently model the use of new vocabulary, such as 'sphere' as children describe the shape of an apple. Babies' attempts at communication are sensitively addressed. Staff quickly notice their non-verbal cues and respond by providing a gentle narrative. Children develop their literacy skills as they write signs and labels for the classrooms.

Personal development, behaviour and welfare are good

Staff support children to understand how to make healthy choices and to keep themselves safe. For example, older children are supported to chop up fruit and pour their own drinks. Younger children have access to their own water bottles as they manage their own needs for a drink. Staff follow good hygiene procedures, for example, nappy changing. Children have many opportunities to be physically active and extend their social skills. They play games outdoors and use equipment, such as ride-on tricycles confidently and safely. Staff are good role models who provide constant praise and encouragement. Children behave well and display high level of self-esteem.

Outcomes for children are good

Children are gaining the skills needed for future learning and school. They listen attentively to their favourite stories and make predictions about the characters. Younger Children participate in a singing session, where they show their developing understanding as they join in with the actions. Children's understanding of mathematical concepts is developing well. For example, they discuss the size and shape of different blocks as they make a tower and count out the correct scoops of flour during a baking activity.

Setting details

Unique reference number	EY303108
Local authority	Rochdale
Inspection number	1113969
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	86
Number of children on roll	59
Name of registered person	Cosy Toes Nursery Ltd
Registered person unique reference number	RP525359
Date of previous inspection	15 July 2016
Telephone number	0161 654 6517

Cosy Toes Nursery registered in 2005. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. The nursery employs 17 childcare staff. Of these, 16 hold an early years qualification at level 2 or above. The manager has qualified teacher status. The nursery provides funded nursery education for two-, three- and four-year-old children. The nursery supports a number of children who have special educational needs and/or disabilities.

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