

# Cocospreschool

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



<b>Inspection date</b>	19 July 2019
Previous inspection date	27 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 know the children and their families well. They can talk confidently about their key children's interests and where they are in their learning. They plan for children's next steps, using observations and information they gain from parents.
- Children are encouraged to enjoy books and they become very involved at story time. Children carefully listen to stories and join in with familiar phrases. They delight in answering questions about what is going to happen next in the story.
- Children behave well. Staff act as good role models and are calm, patient and kind. They show respect and thank children for their contributions. Staff provide clear and consistent boundaries to help children understand what is expected of them. They support children to learn social skills and encourage them to use good manners.
- Children's health and well-being are given high priority. Staff talk to them about what makes them feel happy or sad. They support children in understanding their feelings and emotions, and help them to explore appropriate ways to express them.
- Staff prepare children well for starting school. They often take older children on visits to the local school, so that they become familiar with the building and staff. This helps to ensure a smooth transition when they start full-time education.
- Parents and carers speak highly of the staff team. Staff regularly exchange information to keep them fully informed about their children's care and learning. Parents are very well supported to extend their children's learning at home. For example, staff prepare activity bags for them to share. This collaborative approach contributes to the good progress children make.
- The supervision of staff is not focused enough to be a fully effective aid to monitoring, supporting and improving their practice.
- Sometimes, younger children do not have access to a cosy and comfortable space, where they can rest and relax during the day.

## What the setting needs to do to improve further

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

- extend the existing systems for evaluating and monitoring staff performance, to continue to strengthen and build on the good practice already demonstrated
- review the organisation of the environment to provide younger children with more opportunities to rest and relax comfortably if they need to.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff work very well together. They create a welcoming and happy atmosphere within the nursery. Staff are well qualified, which has a positive impact on children's learning. Staff give high priority to children's safety and well-being, and supervise them closely at all times. Safeguarding is effective. Staff have a good understanding of safeguarding and child protection procedures. They know who to contact should they have concerns about a child's welfare. Robust recruitment and induction procedures are implemented, and help to ensure that staff are suitable. The manager monitors children's progress closely to enable her to quickly identify and address any possible gaps in their development. Self-evaluation is used to identify priorities for improvement for the benefit of children and families attending.

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

Staff are very supportive, helping all children to settle quickly and enjoy learning. They differentiate the activities, depending on the age and stage of development of the children. Staff talk to children and encourage them in conversation, helping them to become confident talkers. They read children's favourite stories, and ask questions to help them think. For example, they ask children where they would go if they could fly on a broomstick. When they are ready, staff support children in learning letter names and sounds. There are many opportunities for children to practise their early writing skills. Staff support children to use their imagination. For example, they provide resources for children to pretend to be a dentist, as part of their topic about 'people that help us'. Children have great fun in the garden. They enjoy the sensory experience of making 'cakes' for their friends in the mud kitchen.

### Personal development, behaviour and welfare are good

Staff provide a welcoming and supportive environment for children and their families. They manage children's behaviour consistently, praising them and giving gentle reminders about how to keep themselves safe. For example, they teach children how to use scissors safely and how to sit correctly on their chairs. Children love to receive a 'high five' or 'thumbs up' from staff. This promotes their confidence and self-esteem effectively. All children enjoy fresh air daily and have many opportunities to be physically active. They have access to a large, well-resourced garden, where they can run around, climb and balance. Children eat nutritious meals and snacks and follow good hygiene routines. They enjoy taking responsibility for small tasks, such as serving their food and pouring their drinks at snack time.

### Outcomes for children are good

Children achieve well and make good progress from their starting points. They learn about sitting quietly and taking directions, for example during small-group and story times. Children develop a love of books and show interest in illustrations and print. Older children write their names and link sounds to letters. They count and learn to recognise numbers. Children develop good social skills and play well together, cooperating and taking turns. All children, including those who are in receipt of additional funding, gain the key skills they need for school.

## Setting details

<b>Unique reference number</b>	EY340767
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10106331
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Coco's Pre-School Centre Ltd
<b>Registered person unique reference number</b>	RP526506
<b>Date of previous inspection</b>	27 January 2015
<b>Telephone number</b>	01992 626 123

Cocospreschool registered in 1991. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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