

Inspection of Cosy Corner Day Nursery

36 Lorne Road, Prenton, Wirral, Merseyside CH43 2JN

Inspection date: 18 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and very settled at this warm and friendly setting. There is a strong key-person system in place and staff know the children well. Staff provide stimulating environments that help children to settle quickly into play. Staff use every opportunity to recognise children's achievements and celebrate learning. For example, they invite parents to share 'wow moments'. These help to inform staff of children's additional achievements at home.

Children are motivated to explore and investigate. They show high levels of concentration and curiosity. For instance, older children are eager to explore a range of pumpkins and discuss their findings. They carefully use their fingers and tools to explore the pumpkin and examine the seeds and flesh. Staff help children learn how to share and take turns, for instance when taking part in circle-time activities. Staff share out responsibilities with children, for example when organising a daily display. Children delight when staff praise their positive behaviour, such as using good listening skills. Children develop good levels of independence. Staff help children to build confidence to manage everyday tasks for themselves. For instance, older children pour their own drinks and serve themselves food at mealtimes.

What does the early years setting do well and what does it need to do better?

- The manager and staff team share a clear vision for all children to achieve well. They work closely with parents from the start. For instance, staff gather detailed information about children's early experiences and what they already know and can do. They use this information to identify children's starting points in learning and look for ways to build on their experiences.
- Children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Staff work well in partnership with other professionals. For example, they liaise with the local authority advisory team to provide additional support to help children with SEND. Staff have developed visual prompts to support children's understanding. This helps children to work towards or meet the typical outcomes in relation to their age.
- Staff are good role models for children. They set high expectations for children's behaviour and clear boundaries. As a result, children behave well. Children persevere with tasks. For instance, children use a variety of tools to attempt to peel vegetables. They keep trying until they succeed.
- On the whole, staff support children's developing language skills well. They introduce new words, ask questions, use repetition and encourage children to explain and describe what they are doing. However, at times during activities, staff concentrate on the more confident children within the group. They do not

consistently engage with quieter children or encourage them to join in.

- Staff plan exciting activities to help children learn more about their wider community. They provide new activities beyond children's own immediate experiences. For example, children take trips to the shops and the library and visit the local museum to learn and research more about their interests. Children relish opportunities to visit the greengrocer to purchase ingredients to cook with in nursery.
- The manager reflects on, and evaluates the quality of, the provision effectively. This helps her to identify areas for improvement. The manager actively seeks out parents' views, for example through parent meetings. As a result of parental feedback, she has strengthened the links for children between the nursery and home. Children regularly take an activity home from the nursery. For instance, staff encourage parents to go on a nature walk with their children to look for signs of autumn.
- Overall, staff involve parents in their children's learning in many ways. However, staff have not fully considered how to encourage parents to contribute to the progress review for children aged between two and three years.
- Children are inquisitive and motivated to learn. They are curious about new people and keen to investigate new experiences. For instance, children confidently talk with the inspector and share what they like about their nursery.
- Staff support children's literacy skills well. They encourage a positive interest in books. For example, children delight as staff encourage them to choose their favourite stories. They listen intently as staff use different voices and props to help bring the stories to life.

Safeguarding

The arrangements for safeguarding are effective.

All staff share a clear understanding of the procedures to follow if they have concerns about a child's welfare. Staff access the latest training to keep their understanding current and up to date. The manager follows robust recruitment and induction procedures to ensure staff are suitable to work with children. This prepares them well for their role. Staff maintain safe and secure environments for children to protect them from harm. The manager and staff carry out daily checks to ensure the nursery is safe and risks to children are minimised.

What does the setting need to do to improve?

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

- explore additional ways for parents to contribute to the progress check for children aged between two and three years, to provide the most accurate record of children's development
- provide more support to engage and include quieter children in the activities and

motivate them to learn even further.

Setting details

Unique reference number	EY435830
Local authority	Wirral
Inspection number	10066935
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	50
Number of children on roll	63
Name of registered person	Danielle Day Nurseries Limited
Registered person unique reference number	RP531061
Telephone number	01516528984
Date of previous inspection	21 August 2015

Information about this early years setting

Cosy Corner Day Nursery registered in 2011. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Hobbs

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The nursery manager provided a tour of the premises and discussed the organisation of the environment and development of the curriculum with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector took account of parents' views by viewing written feedback they had provided.
- The inspector looked at a sample of children's records and talked to staff about how they plan and support children's learning.

We carried out this inspection 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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