

# Inspection of Comfort Angelz Daycare

9 High Street, Waltham Cross, Cheshunt, Hertfordshire EN8 7AA

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Inspection date: 26 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily at the nursery and quickly immerse themselves in play and activities. Babies are content and enjoy listening to staff singing to them and joining in with musical instruments. Toddlers play imaginatively in the role-play area. They show their developing speech and language skills as they talk to each other about what they are doing. Older children display their developing understanding of the world as they use shaving foam as 'cement' with blocks. They understand that this is how bricks stick together to make buildings.

Children are learning how to develop healthy lifestyles. Staff provide toddlers with real fruit and vegetables for role play. They talk together about the benefits of healthy diets. Babies have lots of room to crawl and explore. They are able to pull themselves to standing as they learn to walk. Although the nursery does not have an outside area, all children benefit from daily exercise in the fresh air. Pre-school children are very active and show good skills as they throw and kick balls. They listen to staff and behave well as they stay within the boundaries set for them in the public place.

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

- The provider, managers and staff have a clear ethos for providing high-quality care and education. Staff in each room have a clear development plan in place, which they use to evaluate and strengthen their practice. Staff report that they feel valued by the provider and managers. They have many opportunities for training and to further their qualifications.
- Children who have special educational needs and/or disabilities and those who speak English as an additional language are supported well. Staff have a good knowledge and understanding of the children and their needs. They work closely with parents and other professionals. This helps them to find the best ways to help individual children to catch up with their peers.
- During the COVID-19 pandemic, the manager has made effective changes to help keep children and staff safe. In order to keep social distancing, parents are currently not coming into the building. Staff use an online system and telephone calls to keep parents updated on children's progress. The manager has noticed gaps emerging in some children's social skills. She has made changes to attendance patterns for children in receipt of funding. They now attend more regularly and these gaps are beginning to close.
- Most areas in the nursery are tailored to children's education and learning. The baby room is calm and staff are attentive to their every need. Toddlers are busy, engaging in activities such as exploring sand. Staff count with them as they fill up containers. The pre-school room is full of activity, where children have a wealth of opportunities. Staff are continually reflecting on children's needs and

making changes, in light of growing numbers. Dividing pre-school children into groups, inside and outside, is enabling children to engage more fully in learning.

- Partnerships with parents are good. Parents say that staff share information with them about their child's progress and provide advice on how to support learning at home. Parents report that their children are happy and settled at the nursery.
- The provider and her management team use robust recruitment and selection procedures. They carefully identify staff who are suitable and share their vision for good-quality care and education. A comprehensive induction procedure helps staff to quickly understand their roles and responsibilities.
- Overall, adult-led times, such as circle time and singing times, are engaging for most children. Those who have experience of the daily routines stay focused. However, with the large number of new children in the pre-school room, group times are now too big. This means that some children are not fully accessing the learning opportunities offered to them.
- Staff generally support children's learning well and are attentive to their emotional needs. However, staff do not always have the highest expectations for what the pre-school children can learn. They provide resources and activities based on children's interests, but do not always understand how to use these to extend children's knowledge and thinking skills further.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff confidently know the signs that indicate a child may be at risk of abuse or neglect. They know the procedures to follow if they have a concern about a child's well-being. They demonstrate a clear understanding of when children may be influenced by radical or extremist views. Clear and consistent procedures are followed when moving from the nursery to the park outdoors. Staff regularly check the number of children they are responsible for and ensure they know where they are at all times. Children are appropriately supervised and staff are deployed effectively to keep children safe.

## What does the setting need to do to improve?

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

- reorganise group activities in the pre-school room to ensure all children can fully access the learning opportunities offered to them
- continue to support staff to understand how to plan activities and experiences that build on pre-school children's interests and extend their learning to higher levels.

## Setting details

<b>Unique reference number</b>	EY490472
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10219449
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Comfort Angelz Ltd
<b>Registered person unique reference number</b>	RP533707
<b>Telephone number</b>	01992767179
<b>Date of previous inspection</b>	30 August 2016

## Information about this early years setting

Comfort Angelz Daycare registered in 2015. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6.30pm. Outdoor play is provided through the use of a local park. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jill Hardaker

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager and inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- Two joint observations were carried out and discussed between the inspector and manager.
- Staff, children and parents spoke with the inspector at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documentation during a meeting with the provider and manager. This included reviewing information about safeguarding, staff suitability and training.
- The inspector accompanied a group of pre-school children, staff and the manager to the park.

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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