

Inspection of Cosy Toes Nursery

431 Mainway East, Middleton M24 1RD

Inspection date: 19 May 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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

The philosophy of this nursery, 'whoever knocks on our door is nurtured', is what makes it so special. At the heart of its success is the support that is in place for children's personal, social and emotional well-being. Children form strong attachments and have a warm and affectionate bond with staff. They spend quality time with their key person when settling in at the nursery. This supports their self-esteem and confidence very well. The children demonstrate that they feel safe and secure as they laugh and giggle and get lots of love and cuddles.

Children show positive attitudes towards their learning and behave well. Staff working with the babies are gentle and nurturing in their approach. Babies enjoy exploring in the paint and laugh as the staff sing nursery rhymes to them. Children have the opportunity to develop good physical skills. For example, they strengthen their small-muscle skills as they scoop and pour sensory materials. The daily routine for children in the tweenies room includes exercise such as dance and yoga sessions. The children move confidently and are learning how to use their bodies in different ways. Children in the nursery room are learning the sounds that letters represent.

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

- Partnerships with parents are strong. Staff provide daily updates to parents through conversations, newsletters and emails. Parents describe staff as 'amazing' and 'supportive' and say that their children feel loved. Staff provide resources and equipment for parents and share ideas on how to extend their children's learning at home. This helps to provide continuity in children's learning and supports their progress.
- Staff read stories to children and support their love of reading. They provide resources to support children's understanding of the story. For example, staff provide toy sea animals when reading about under the sea. Children are confident communicators. They engage in deep conversation with staff and their friends. They use a wide range of language, for instance, when describing that the sand texture with water is 'slimy' and 'gooey'.
- The curriculum is sequenced to help children gain knowledge and skills by building on what they know and can do. For example, right from the start, babies are encouraged to develop their independence. Children in the tweenies room attempt to put on their own shoes. By the time they are in the nursery room, children confidently and efficiently put on their own shoes to play outside. These skills help to prepare children for their transition to school.
- Staff do not teach children about the world they live in consistently well. Although they help children to learn about religious and cultural celebrations, such as the coronation of the King, they provide fewer opportunities for children

to learn about diversity. Children learn less about differences and similarities between themselves and others, such as the various types of family structures.

- Good health is promoted effectively. Staff follow strict hygiene procedures which help to prevent cross-infection. Children are aware of their own physical needs. For example, they go to the bathroom and wash their hands independently. Children learn about oral health. They all have their own toothbrush, which they use regularly throughout the day. The nursery has taken part in an oral health award scheme organised by the local authority.
- Children's behaviour is supported well. Staff help children to learn about relaxation skills. For example, they have introduced them to yoga and spa days. This helps the children to manage their emotions. Children treat each other kindly and are respectful to everyone around them.
- Training is high on the agenda in the nursery. Staff have recently completed specific training on communication and language strategies. This has been embedded very well in the tweenies and nursery rooms, where children are proficient in their speaking skills and their vocabulary is growing. For example, children use words such as 'wriggly', 'damp' and 'silky'.
- Leaders evaluate the quality of what the nursery delivers. Priorities for improvement are accurate and include the views of children, parents and all staff. Leaders are good role models, and staff feel confident that they get the support they need. Leaders use additional funding exceptionally well. They want all children to succeed, and they purchase new resources to support learning and to help children to overcome any barriers.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given high priority. Clear, robust recruitment and vetting procedures ensure that staff working with children are suitable. Leaders and staff attend safeguarding training and understand the procedures to follow to refer any concerns. They know the possible indicators of abuse and understand safeguarding issues, such as the 'Prevent' duty and female genital mutilation. Staff are also confident in taking action should they be concerned about a colleague or member of the management team. Robust risk assessments help staff to identify potential hazards indoors and outside. The premises are secure and well maintained. There is a pin-code entry system. This contributes to keeping children safe.

What does the setting need to do to improve?

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

- strengthen staff knowledge of how to teach children about differences and similarities, with particular reference to different families.

Setting details

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| Unique reference number | EY303108 |
| Local authority | Rochdale |
| Inspection number | 10280059 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 70 |
| Number of children on roll | 76 |
| Name of registered person | Cosy Toes Nursery Ltd |
| Registered person unique reference number | RP525359 |
| Telephone number | 0161 654 6517 |
| Date of previous inspection | 27 September 2017 |

Information about this early years setting

Cosy Toes Nursery registered in 2005. It is open from Monday to Friday for 51 weeks of the year. Sessions are from 7am to 6pm. The nursery employs 17 members of childcare staff. Of these, 16 hold early years qualifications at level 2 or above. The manager has a qualification at level 5. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Nicky Martin

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the nursery.
- The managers discussed with the inspector how they use the premises and resources with the children.
- The inspector spoke with the managers, staff and children at appropriate times throughout the inspection. She also held discussions with parents and took account of their views.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector and the manager carried out a joint observation of a planned activity to help to assess the quality of teaching and 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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