

Inspection of The Cosy Corner Day Nursery

41 Thornhill Road, Halesowen B63 1AU

Inspection date: 24 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are welcomed by friendly, caring staff. They confidently enter the setting, rushing off to explore the calm, cosy and engaging environment. Children are confident to share their experiences from home with each other. For example, as children are lining up to go outdoors, they talk to each other about swimming, such as how they go to swimming lessons.

Staff encourage children to be kind to others. Children learn to be mindful of others and about the positive behaviour expectations that staff have. Children enjoy being rewarded for following the rules by adding a pom-pom to a jar. The children explain that when the jar is full, they will have a party.

The manager and staff place significant focus on promoting children's literacy skills and developing a love for books. Children benefit from visiting the local library, as well as having a lending library that they have daily access to. Children enjoy listening to stories and join in when prompted. They confidently identify the short description of the story on the back of the book. Staff read to children in a way that excites them and captivates their attention.

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

- Staff provide children with a wealth of experiences to broaden their knowledge and understanding of the world around them. Staff regularly plan outings in the local community. This helps to provide children with new experiences, such as participating in forest school, weekly physical development activities and going to the local cafe to collect their snack. Staff ensure children are offered a range of opportunities to explore the outdoors during the day.
- Partnerships with parents are strong. They report that their children settle into the setting very quickly. Parents say staff are 'caring and amazing' and always ask for their input on their child's learning. They say they are kept fully informed via daily handovers, an online app and termly parent meetings.
- Staff encourage children to problem-solve in their own play. For example, children notice that they can create a waterfall by adding water to the sand. Staff excitedly join children in their play, introducing new language and explaining that the water is being absorbed by the sand. Children work together to think how they can move the sand to stop the water being absorbed. Children continue to use the new word of 'absorb' to each other. This shows the use of new language being learned.
- Children are independent and confident at managing their own needs. Staff plan activities to promote their independence. For example, children make choices with how they want to decorate their gingerbread man biscuit by choosing which coloured icing they want.

- Staff work closely as a team. Management reflects on their practice constantly, using feedback from both parents and children to better their practice and feed information through to the staff. Staff comment how they feel valued by management. They state that they are always encouraged to better their practice through training, both in-house and externally.
- Staff make effective use of observation and assessment to plan activities. However, on occasion, staff do not plan as well as possible so that their teaching precisely matches children's stages of development. This means children are not fully motivated in their play and learning at times.
- Children are able to risk assess their own play. They are aware of what is safe and what could cause harm. For example, when using scissors to create a picture, children comment on how scissors are sharp. They tell their peers how to hold scissors correctly to minimise any risk of harm.
- Staff encourage children to express their emotions. For example, when staff have finished reading a book, children explain their favourite part of the story, describe how this made them feel and why. Children patiently wait their turn and respect the voice of their peers.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a clear understanding and knowledge of how to report any concerns about children's welfare. When scenarios were discussed with management and staff, they confidently knew how to document this and who to contact should they have a concern about a child's welfare. Staff are aware of the whistle-blowing policy and know who to contact should they have a concern about another staff member. Management ensures staff training is updated regularly, and robust procedures are in place to check staff suitability. Management expresses how new staff complete induction training, which includes the nursery's policies and procedures for safeguarding. Staff make regular checks of the nursery to make sure it always remains safe and suitable for the children.

What does the setting need to do to improve?

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

- help staff to enhance their planning so this precisely reflects children's learning interests and stages of development so they are fully motivated to play and learn.

Setting details

Unique reference number	2610091
Local authority	Dudley
Inspection number	10264010
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	37
Name of registered person	Dowler, Samantha
Registered person unique reference number	2610090
Telephone number	07825294588
Date of previous inspection	Not applicable

Information about this early years setting

The Cosy Corner Day Nursery registered in 2020 and is located in Halesowen. The nursery employs four members of childcare staff, two of whom hold qualified teacher status. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 8:30am until 4pm on Monday and Tuesday, and from 8am until 4pm on Wednesday to Friday.

Information about this inspection

Inspector

Freya Marskell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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