

Cedars Nursery

6 The Cedars, Ashbrooke, Sunderland, TYNE AND WEAR, SR2 7TW

Inspection date	24/02/2014
Previous inspection date	13/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a very good understanding of children's achievements and where they need to go next. As a result, children make good progress.
- Children build up a very close relationship with their key person. This is because the staff get to know the child and their family very well.
- Children learn in a stimulating environment indoors and outdoors which supports children's independence effectively.
- The manager and deputy have a very good overview of the quality of the provision. They know how they can improve it further.

It is not yet outstanding because

- There is room to enhance the already good provision for mark making by extending the wide range of sensory and physical activities available.
- There is scope to further strengthen the already good leadership and management of the nursery to ensure monitoring precisely focuses on the impact of teaching on children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector talked to staff at appropriate times throughout the session.

Inspector

Elizabeth Fish

Full report

Information about the setting

The Cedars Nursery is one of two privately owned provisions, run by Cedars Nursery Company. It was registered in 1996 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from a large three storey semi-detached victorian house, in the residential area of Ashbrooke in Sunderland. The nursery has access to a secure outdoor play area.

The provision employs six members of childcare staff, including the manager. The deputy holds an Early Years Professional qualification. The manager and all other staff hold appropriate early years qualifications at level 3 or above. There are currently 25 children attending, all of whom are within the Early Years Foundation Stage. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year, excluding bank holidays. The nursery provides funded early education for two- three- and four-year-olds. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance staff understanding of different ways to encourage mark making by using a range of sensory and physical materials, such as making patterns in sand, threading, tweezers and syringes, to further enhance the already good provision in this area
- extend the already good leadership and management of the nursery by ensuring monitoring is sharply focused on the impact of teaching on children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff in the nursery are enthusiastic about their work. They ensure that children enjoy a range of interesting and challenging experiences across the seven areas of learning, which are thoughtfully planned and extended to support children's interests. For example, staff put bubbles in the water tray outside to support babies fascination with bubbles. When the bubbles stimulate older children's curiosity too, staff extend it by getting out bubble mixture to develop this further. As a result, children are engaged for extended periods of time because they are interested and motivated to learn. These skills support children's overall learning effectively. All children make good progress in the nursery. This is because staff find out a lot of information from parents on entry. This helps staff to develop a clear

understanding of the needs and interests of the children when they start. Staff carry out regular and precise assessments, which are matched to age related expectations. This means that staff have a detailed understanding of children's achievements and how they can support them further. Regular parents evenings mean that parents know where their child is their learning and how they can support them further. Ongoing observations are used effectively to plan the next steps in learning for individual children. Staff use the observations to plan changes to the environment too. For example, staff in the baby room store a variety of lids in different containers. This supports children's interests with filling and emptying.

Staff have a good understanding of how to support the development of language. A range of strategies, such as commenting on what children are doing and asking open ended questions, give children the opportunity to explore their own thinking. For example, as older children reconstruct their bug hotel for observing insects, they tell staff that they need to pat the logs down. Good questioning encourages children to develop their thinking as they explain that this will stop it blowing away in the wind. Staff have a good understanding of how to support the various stages of communication of the children in their care. For example, staff in the baby room use single words and simple phrases to support the development of children who like to imitate words. They plan in activities to extend this too. For example, during a focused activity, staff use words such as 'splash', 'bubbles', and 'round and round.' Throughout the activity children copy and use the words 'splash' and 'bubbles'. As a result, children make good progress in communication. Literacy is supported well in the nursery. Children have access to a well-stocked book area. Babies enjoy selecting books to look at with members of staff. They look at the pictures intently and attempt to copy some words as staff read with good expression. Staff also use books as a stimulus for further learning. Children enjoy using bears to retell a popular story involving a girl and three bears. They also enjoy making a castle for a princess out of boxes and writing invitations to the ball. These opportunities help children to develop early reading and writing skills and ensure that children develop skills that support their future learning. Writing skills are generally promoted well. The rooms have recently been reorganised to ensure that all children have access to a well-stocked mark making area. Staff working with the under twos plan appropriate sensory experiences to develop children's enjoyment of making marks. For example, young children enjoy making marks with their food at meal times so staff plan opportunities for them to make marks with different foods. However, there is room to develop this further, by ensuring that staff working with the older children have a clear understanding of the range of physical and sensory activities, such as, threading, making marks in sand and food, or using tweezers or syringes, which help children develop an effective pencil grip. There are a range of opportunities planned to enable children to develop their physical skills. Children learn how to use knives and scissors safely. They use spades and hand trowels for digging outside. They are also able to develop skills such climbing and sliding outside. This supports the development of both small and large muscle skills.

Staff plan a range of activities to enable children to learn about the world around them through practical exploration. They enjoy caring for strawberries that they have planted and observing the changes that occur. The nursery support children's interest in technology effectively. There are a range of electronic toys available for babies to explore. Babies are supported well as they explore electronic toys. They begin to understand that

when they press buttons, the toys make different noises. Older children enjoy using the digital camera to take pictures. Staff successfully extend this further by showing children how to view the images on the screen. This means that children can use technology for different purposes. Singing is used throughout the session. Children love to sing as they tidy up or line up to play outside. This helps prepare children for the next part of the session and helps develop communication skills. A range of opportunities are readily available for children to express their thoughts and ideas. Children enjoy exploring textures of different tools and materials as they play in the play dough. Other children enjoy playing with dolls, putting them to bed and cooking meals for them. This supports the development of children's imaginations.

The contribution of the early years provision to the well-being of children

Practitioners enjoy their work. This means that they are happy and enthusiastic with the children. Children are extremely happy and settled in the nursery and they have a very good relationship with the staff. Children develop a very close bond with their key person, who is aware of their individual daily routines, likes and dislikes. The children, especially babies, seek out their key person for reassurance when they are feeling unsure. As a result, children thrive in the nursery because staff know children extremely well and are on hand to provide support, when needed. This means that children are emotionally secure. Children settle into the nursery quickly because there are good settling in procedures, which are centred around the child and their family. In addition, staff find out important information, including children's interests, likes and dislikes on their admission form. Parents comment that the staff are lovely and have the needs of the children at the heart of all they do. Children settle quickly as they move rooms in the nursery too. This is because there are well-thought-out procedures in place to support them. Children visit with their key person, who shares learning records with new staff. Each child is treated as an individual and the number of visits is tailored to the needs of the individual child. For example, some children have more visits, while other children continue to start the session in the familiar surroundings of their existing room before moving to the new room. Coffee mornings are also arranged so parents can visit the new room, get to know the staff in the room and meet their child's key person. This helps children to settle quickly into their new room. Staff have also thought about arrangements for children moving onto school. Staff invite teachers to visit the nursery in the summer. They go through learning records with the staff and encourage children to take these to school when they start. This ensures school staff know the children well and can support their learning needs effectively.

Children play in a stimulating and well organised environment both indoors and outdoors, which has been thoughtfully arranged to reflect the seven areas of learning. All resources are easily accessible and are clearly labelled with pictures and labels. This enables children to select and use their own resources independently. Independence is further promoted as children are encouraged to feed themselves. Older children pour their own drinks and begin to cut up their food too. Babies are encouraged to feed themselves too. Some babies use spoons as they eat their yoghurts, while others prefer using fingers to feed themselves. This means that independence is encouraged from an early age. Children in the cygnet and swans rooms also try to put on their own wellington boots and coats as they go outside. Displays in the nursery recognise children's achievements and things that

are important to the children. Staff also celebrate achievements with children. They offer lots of praise as babies pull themselves up and walk around the furniture. Children behave well in the nursery because they are fully engaged in their activities. Older children also develop strategies to help them to deal with conflicts in the nursery. For example, they raise their hands and say; 'Stop! I don't want you to do that.' When something is happening that they do not like. This helps children to begin to manage everyday conflicts. They learn to play alongside and with other children as they share resources and play princesses and knights together. Consequently, they play well with others and develop skills to support them in their learning.

Children have regular opportunities throughout the day to spend extended periods of time outdoors. This means that they have the opportunity to be active and benefit from plenty of fresh air. Children learn about healthy lifestyles. Older children learn about the effects of exercise on their bodies. They demonstrate a good understanding of health and hygiene as they wash hands before snack. They know how some foods, such as, fruit, are good for them at snack time. A healthy balanced diet is prepared for all children, which takes into account their individual dietary needs. Children have a good awareness of how to keep themselves safe. They practise fire evacuations regularly and learn to use cutlery safely at meal times. Some children cut up their own food using knives and forks. They learn how to handle equipment, such as scissors, safely too. In addition, children are also encouraged to recognise and manage their own risks outside with the support of the staff. This helps them to recognise when things are safe.

The effectiveness of the leadership and management of the early years provision

The manager and her deputy form a cohesive partnership. They have a good understanding of their responsibilities in meeting both the welfare and the learning and development requirements of the revised Statutory framework for the Early Years Foundation Stage. Safeguarding is good because the manager and staff understand their responsibilities. Staff have recently updated their safeguarding certificates. Staff know what to do if they had a concern about a child and a current list of contact details is displayed in the nursery. Policies and procedures are all very well written and organised. They are developed as a staff team and reviewed regularly to ensure they are known and understood by all staff and parents. There is a rigorous security system for entry to the nursery and children and visitors are signed in and out. In addition, daily risk assessments ensure all the areas of the nursery are checked and hazards identified. There are rigorous recruitment and induction procedures in place, which ensure that all staff have appropriate suitability checks carried out.

Self-evaluation is good. The manager has a very clear understanding of what the priorities for improvement in the nursery are. As a result, the nursery has undergone a number of changes in the past year, including the appointment of a new deputy manager with Early Years Professional Status. This has had an extremely positive impact on the nursery because staff have a greater understanding of their roles and responsibilities, in relation to the learning and development requirements. Consequently, they are able to meet children's individual needs more effectively. The manager and her deputy have a detailed

improvement plan and know how they can improve the nursery further. They welcome suggestions from parents on how they could improve and act upon advice from the local authority. In addition, staff have regular supervision meetings where they discuss their strengths and highlight training needs, which are linked to the improvement plan of the nursery. Staff have recently attended phonics training and are currently implementing this into the nursery. This means that the nursery has a very good capacity to improve further. The manager and deputy have a good understanding of children's achievements. They monitor assessments so that they can highlight any gaps in their provision and plan appropriate interventions. For example, they have recently added mark making resources outside to support early writing. The deputy manager also spends a lot of time in the rooms, looking at how practice could be enhanced. However, there are occasions when this is not sufficiently focused on the impact of teaching on children's learning and, as a result, there are occasions when some children are not fully involved in an activity, such as digging for insects outside, because more confident children occasionally dominate the activity. This means that some children lose interest.

Partnerships with parents are good. Parents comment that their children are very happy in the nursery and they feel that the nursery goes above and beyond to support the children and their families. Parents know what their children have been doing because they receive daily or weekly diaries, depending on the age of the child. In addition, detailed verbal handovers inform parents what children have been doing that day. Regular parents meetings keep parents up to date with their child's development. The nursery have developed effective partnerships with other providers. Schools are invited to visit the nursery to see the children in their familiar surroundings. This also gives staff the opportunity to go through their transitional records. This demonstrates the nursery's commitment to working with other providers to support the children in their nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	318589
Local authority	Sunderland
Inspection number	877028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	81
Number of children on roll	25
Name of provider	The Cedars Nursery Limited
Date of previous inspection	13/04/2010
Telephone number	0191 5652549

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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