



Cedar Park Nursery

Inspection report for early years provision

Unique Reference Number	EY334634
Inspection date	05 October 2006
Inspector	Cheryl Langley
Setting Address	The Grange, 15 High Street, Hoddesdon, Hertfordshire, EN11 8SX
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Registered person	Cedar Park Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Grange is one of three nurseries run by Cedar Park Nursery Schools Limited. It opened in 2006 and operates from rooms in a large converted house. It is situated in a residential area close to the centre of Hoddesdon. A maximum of 85 children may attend the nursery at any one time. There are 12 children on roll. One child is in receipt of funding for nursery education. The nursery is open each week day from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area, as most of the parents travel to work in or around the town. The nursery welcomes children with learning disabilities and or physical disabilities and those who speak English as an additional language. Nine staff are employed by the nursery. Seven of the staff, including the manager, hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a welcoming, clean and hygienic environment. Staff are vigilant and thorough, adhering to procedures and routines that ensure the children remain in good health. All of the required documentation and consents are in place to enable the staff to act in the children's best interests if they require medical attention. Through the examples set by the staff and enjoyable activities children learn the importance of hygiene and personal care. They have a clear understanding of why they must wash their hands after art and craft activities, using the toilet or before cooking or eating meals. Simple songs and rhymes reinforce the reasons for cleanliness and make routines fun. Children learn about keeping their bodies healthy through discussion, topics and a broad range of interesting books.

Children are nourished and understand the benefits of a healthy diet. They know which types of food are good to eat and follow the nursery rules to 'try a piece' of fruit or vegetables before eating other foods. Children have access to drinking water throughout the day and eat a varied and balanced diet. To develop the children's knowledge and understanding of food they take part in regular cooking activities and grow vegetables to eat. They enjoy watering the carrots and cucumbers and seeing how big they have grown. The staff take account of the wishes of parents and work with them closely to provide snacks and meals that appeal to the children as well as meeting their dietary needs.

Children enjoy a wide range of activities which contribute to their health and develop and enhance their physical skills. All ages and abilities play in the outside area balancing and co-ordinating their bodies on a variety of exciting equipment. They have fun sharing tricycles with friends, climbing up, over and through large and small climbing frames, throwing bean bags, kicking balls, or chasing bubbles. Children become adept at using hand and eye co-ordination as they thread beads, make marks with different materials and create models with numerous types of construction sets.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is a high priority. Risk assessments are carried out regularly to identify any potential hazards. Staff act quickly upon this information to remove risks to keep the children free from harm. All of the rooms are organised so that children move around safely to play, follow care routines and choose from an excellent range of resources which are safe and appropriate for their ability. Staff are deployed to keep the children safe both inside and outside the nursery offering guidance and close supervision as required. Such as, watching the children manage the stairs or meet the challenge of walking or climbing for the first time. They learn how to protect themselves through discussion with the staff and sensitive reminders from them, as well as a variety of enjoyable activities. For example, the children meet people who help to keep us safe, such as the local fire safety officers, ambulance crew or police officers. Children take turns on the play equipment to avoid accidents. They take part in regular fire drills to learn about the dangers of fire and the need for emergency evacuation.

All of the required procedures, consents and documents are in place to support the children's safety. Their welfare is safeguarded because staff have a good understanding of child protection issues. A designated person is responsible for this area and training for staff is updated regularly to make them aware of the signs to look for and procedures to follow should they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled in this supportive and caring environment. They make positive relationships with the other children and the staff who have a great sense of fun. They enjoy their time at the nursery and take part in a broad range of interesting and stimulating activities.

All children acquire new knowledge and skills and respond to challenges because the staff show an interest in them. They talk and listen to the children, asking questions to extend their play and make them think. Opportunities are provided for them to build on their natural curiosity as learners. For example, children delight in exploring different textures. They use their whole bodies and senses to investigate and make patterns with cream or corn flour, or to shape and break up set pieces of jelly through their fingers. Through effective interaction with staff they begin to learn about words and meaning. They talk, listen to stories, and join in with rhymes and simple songs. For example, children have fun singing "Row, row, row your boat" making the rowing actions as they sing with a friend. Staff use examples of their directions to develop understanding and meaning, such as, putting one brick on top of another to illustrate what 'on top' means. Children become aware of their self and others. They look into mirrors and respond to sounds and gestures from their peers and staff. They use positive expressions to show they are happy and share achievements, such as clapping when they knock towers down. Children become confident using different tools and technology: they cut soft fruits to prepare food at snack time and push buttons and levers on the home play toys. Children express themselves creatively. They make hand and foot prints, or drip paints, to decorate the nursery walls. Staff meet all of the children's needs well because they have a good understanding of their different stages of development.

Nursery Education

The quality of teaching and learning is good. Children are progressing well, supported by staff that have competent knowledge and understanding of the Foundation Stage. Plans cover all six areas of learning and there is a good observation and assessment system which is used to inform planning for the next step in each individual child's learning. This ensures that appropriate challenges are set for the children to make progress at their own pace. Both the plans and children's assessments link closely to the stepping stones and early learning goals of the Foundation Stage. The variety and level of challenge is sufficient to interest all of the children and more able children's learning is extended. There are effective systems in place to support children with learning disabilities and or physical disabilities.

Children become involved in their play. They have fun initiating role play, communicating with their peers to act out experiences and express their views and feelings as they share and prepare

pretend tea and meals. They use their imaginations to describe clouds in the sky and what they could be, such as a rocket. Their literacy and language skills develop through singing simple songs and listening and joining in with stories. For example, they respond enthusiastically when staff read out aloud. "Do you like ketchup on your cornflakes". They listen attentively at story time or enjoy looking at books on their own. Children respond to what they see, smell and touch as they explore and investigate sand, water, pieces of pasta or lentils, or autumn leaves. They extend their vocabulary with new words such as "veins" in the leaves. They practise mark making skills using pens, pencils, paintbrushes and chalk and are aware that we write for different purposes. Such as, sending greetings cards, writing lists, to describe what we see in a picture or to label items. More able children are beginning to form recognisable letters of their name. Children develop an understanding of sounds and letters as they link the sounds of letters in their name or the days of the week.

Children develop simple counting and calculation skills and recognise numbers. They know the numbers on the chairs or those that represent their age. More able children count beyond ten with confidence and know the difference in amount between low numbers, such as two and four. They become aware of and use mathematical language to name shapes, recognise different positions and size, or measure. For example, to weigh the correct amounts of ingredients for cooking. Children match patterns, colours and shapes to compare differences and similarities, or to complete puzzles and jigsaws.

Children observe changes and learn about the natural environment. They monitor the plants they grow and watch trees alter through the seasons. Children have fun collecting autumn leaves and comparing their shapes and colour. They create collage pictures using fabric or paint to make their own leaves and have fun bark rubbing to see the different patterns. They build and construct using various shapes and connecting parts. For example, they put a train track together and use trial and error to solve problems with pieces that will not fit correctly so that the train can move around the track. Children develop a sense of time. Their profile folders show photographs and samples of work from past activities and they have an understanding of their daily routine, knowing when it is time for snack, tidying up time or outside play.

Children learn about the wider world. They celebrate different cultures and festivals through exciting art and craft activities, stories and cooking. They move all parts of their bodies as they move to music to be falling leaves or hibernating animals and play musical instruments to create sounds and rhythms. Opportunities are provided for children to express themselves creatively. For example, children enjoy creating hedgehogs with play dough and cut straws. However, the availability of resources to enable children to develop their design and making skills independently, using a wide range of objects, selecting appropriate resources and adapting their work where necessary is limited.

Helping children make a positive contribution

The provision is good.

All of the children are valued and respected. They receive a warm welcome and take part in the full range of activities on offer. The affectionate and attentive staff join in with their play and take time to listen and talk to the children, praising them appropriately on their achievements. This develops the children's self-esteem and gives them the confidence to rise to challenges

and try new experiences. The staff set good examples and use appropriate strategies to manage behaviour which helps the children to understand that their behaviour may have an impact on others. As a result, the children are well behaved, polite and considerate towards others. They receive a high level of support from staff to develop self care skills, such as dressing and feeding themselves or using the toilet. Children benefit from a meaningful range of activities and resources which promote a positive view of the wider world. They become aware of other cultures and backgrounds, or people with different abilities.

Information is gathered from parents both verbally and in writing to ensure staff are aware of each child's developmental ability and their routine at the outset and throughout their time at the nursery. This strong partnership provides consistency in the children's care, supporting them in their routine and progress. Parents receive regular information about the provision through newsletters, parents evenings, the notice boards, prospectus and copies of all the policies and procedures. They are also encouraged to put forward any suggestions or give feedback about the provision for their children. However, the complaints procedure lacks some detail and does not inform parents that complainants should be notified of the outcome within 28 days and that a record of all complaints is maintained and appropriate information is shared with parents on request. This is to ensure parents are aware that their concerns are respected and acknowledged and the children's welfare fully monitored.

The quality of the partnership with parents and carers is good. All children benefit from the staff's positive partnership with parents. Parents receive good quality information about the provision for nursery education, including the six areas of learning. They are encouraged to take part in their child's learning. Parents are kept informed about current topics and invited to attend consultations and share information in each child's profile folder which includes samples of their work and photographs diaries their activities and achievements. Assessment records are kept up-to-date to show how the children are making progress towards the early learning goals. Parents have the opportunity to exchange information about their children on a daily basis with the experienced and friendly staff. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Comprehensive policies and procedures allow for the effective running of the nursery and to keep children healthy and safeguard their welfare. For example, emergency back-up to cover staff absences is provided by experienced staff from other nurseries owned by the company. This ensures that the correct ratios of staff are maintained at all times to provide high levels of care for the children. Thorough recruitment, vetting and induction procedures ensure they are protected and cared for by staff with knowledge and understanding of child development. The daily routine, plans for activities and resources are organised so that children have a sense of belonging as well as a balance of different types of play and rest. They take part in small and large group activities which help them form positive relationships. Systems are in place to communicate with parents to provide consistency in the children's care and meet their individual needs. The keyworker arrangement helps children develop trusting, safe and secure relationships and provides a link for parents to share information. Children are stimulated and sufficiently

challenged. Staff use the 'Birth to three matters' framework for the under three year olds to plan appropriate activities and provide assessments which show how the children are making developmental progress. Overall, the range of children's needs are met.

The quality of leadership and management of the nursery education is good. The manager promotes the professional development of all staff. They have regular appraisals to acknowledge their strengths and highlight any training needs. All staff attend in-house training and regular meetings. Their views and opinions are valued and used in their action plan to continually improve the provision for children. They are dedicated and conscientious and work well together as a team. The plans for nursery education and teaching are monitored and evaluated to make sure the children receive a balance of all six areas of learning. All staff work together to plan activities and play for children to learn and make progress through the Foundation Stage. They have developed positive working relationships and are committed to promoting an inclusive environment which enables every child to reach their full potential.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the complaints procedure shared with parents so that they are aware that complainants should be notified of the outcome within 28 days, and that a record of all complaints is maintained and appropriate information is shared with parents on request.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop and increase the opportunities available for children to develop their design and making skills so that they can build and construct with a wide range of objects, select appropriate resources and adapt their work where necessary.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk