

Cedar Park Nursery

Inspection report for early years provision

Unique Reference Number	135420
Inspection date	18 March 2008
Inspector	Jill Nugent
Setting Address	CEDAR PARK NURSERY GROUP LTD, 50-54 HADLEY ROAD, ENFIELD, MIDDLESEX, EN2 8JY
Telephone number	020 8367 3800
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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?

Cedar Park Wolverton is one of three nurseries run by Cedar Park Nursery Group Limited. It registered in 1999 and operates from a large mansion house in the London Borough of Enfield. Children share access to an outdoor play area and extensive grounds. The nursery is open from 08.00 until 18.00 every weekday for 50 weeks a year.

A maximum of 94 children may attend the nursery at any one time. Currently there are 97 children on roll, of whom 41 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 25 staff, the majority of whom hold relevant early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively as there are good procedures in place. All medical records are maintained appropriately and the necessary permissions requested from parents. Children are protected from infection as parents are asked to exclude children from nursery if they have an infectious illness. Children are well taken care of in the event of an accident as staff are qualified in first aid and have good access to equipment.

Staff are attentive to hygiene and keep the various play rooms clean and tidy. There are clear guidelines in place for changing nappies and preparing feeds. Children are becoming aware of good hygiene themselves when encouraged to wash hands after using the toilet and before lunch. They have easy access to tissues so that they can use these independently. Staff ensure that very young children keep warm and allow them to sleep according to their needs. These procedures contribute effectively to keeping children healthy.

Children have an increasing awareness of healthy eating because the nursery offers a variety of healthy and nutritious meals. The lunch menu is well balanced and includes meat, fish and a selection of fresh vegetables. Children enjoy a range of healthy breakfasts and snacks, for example, crumpets, fresh fruit and breadsticks. They are offered a light tea, for instance, pizza, soup or salad. Children with special diets eat appropriately as all adults are aware of their dietary needs. Consequently, children are well nourished. They have good access to drinking water throughout the day so as to prevent the risk of dehydration.

Children enjoy excellent opportunities for regular physical activity. They use the outdoor playground whenever possible and like to go for walks in the adjacent grounds. Children benefit from being out in the fresh air and developing physical skills using a wide range of equipment. They climb and balance on large equipment and learn to control different wheeled vehicles. When exploring small equipment, such as bats and balls, they learn new techniques and gain self-confidence. Indoors, babies have plenty of space to move and develop body awareness. Children have fun in music and movement sessions, finding out how they can move their bodies in different ways. These opportunities help children to stay fit and healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a particularly welcoming environment. The building is very attractive and homely, with bright rooms and good access to outdoor play space. The indoor play areas and sleep rooms are spacious and colourful photographs and examples of children's work enhance the environment. Children's safety and security are promoted successfully through a programme of regular risk assessments and maintenance checks. There is an emphasis on security whilst children are on the premises and all visitors to the setting are closely monitored. Parents and children are welcomed personally at the main door. The outdoor areas are fenced off and there is a telephone link for staff working with children in the wooden cabin.

Staff carry out daily safety checks to ensure that all potential risks to children are minimised effectively. There are good fire precautions in place and evacuation plans are clearly displayed. Children practise evacuating the building so that they know what to do in an emergency. Staff supervise children closely when moving around the building and make good use of a system

of safety gates to ensure children's safety. All upstairs windows have been fitted with chains to restrict the gaps and the radiators and electrical sockets are covered in all the rooms. Children keep safe on outings and walks around the grounds as staff follow a written procedure.

Children use a range of suitable and safe resources. These are stored at low level to enable children to access toys and games independently. Staff set out a selection each day, rotating these to maintain children's interest. All resources are cleaned and checked for safety at regular intervals. Children are encouraged to be aware of their own personal safety. For example, younger children are reminded not to throw toys and older ones are taught how to use the staircase safely. Staff have a very good understanding of safeguarding procedures. They know what to do if having a concern and can access information which enables them to seek advice if necessary to ensure children are well protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children are all very well settled and happy at the nursery. They enjoy exploring during free play sessions, choosing from activities such as role play, painting, jigsaw puzzles and sand. Staff interact with them, enhancing their exploration through communication. For example, they sing songs with the babies and help older children to recognise numerals or share books with them. Children respond positively when encouraged to try new activities. Babies have great fun when staff organise water play and toddlers delight in using their senses as they explore a collection of filled plastic bottles. Older children develop their learning further through a series of topics, for example, working with shapes. Their self-esteem is boosted through staff's involvement and praise for their achievements.

Staff make very good use of the 'Birth to three matters' framework to plan the activities on offer. In this way they meet children's individual needs and offer good support as children learn through their play. There are opportunities to be imaginative and creative, for example, exploring play dough and cornflour, taking part in role play using puppets and making collage pictures. Children have good opportunities to explore mark making and use numbers in different situations. They gain confidence and independence as they develop new skills. Staff use a system of observations to assess children's progress according to the 'Birth to three' outcomes so that they can take into account children's learning needs when planning each week's activities. This ensures that children are presented with relevant and interesting learning experiences.

Nursery Education.

The quality of teaching and learning is good. Staff plan key activities each week within themes, making use of a system which allows them to demonstrate what children are expected to learn and to evaluate the activities in order to guide future planning. However, staff do not use this system consistently so as to ensure all children are offered focussed learning which meets their needs in all areas of the curriculum. Staff have a comprehensive system of observations in place, both planned and spontaneous, which enables them to assess children's progress towards the stepping stones in each learning area. They have recently begun to use this to plan activities in response to children's particular interests and this is leading to some stimulating topic work, for example, on the story of the 'Hungry Caterpillar'.

Staff use group times well to engage children and reinforce learning, although some take a while to get going and this results in children waiting for an activity to begin. Children enjoy listening to stories and are encouraged to become involved in discussion through the use of

good open-ended questions posed by staff. During free choice play staff interact effectively and take opportunities to challenge children in their learning. French lessons are an enjoyable learning experience for children with learning promoted in a fun way. Staff know their children well and provide a wide range of opportunities for them to explore independently with adult support. As a result, children are confident, eager to take part and persist at tasks. Their attitude towards learning is exceptionally good.

Children are making very good progress in the areas of language, literacy and numeracy, although there are generally fewer activities planned with a mathematical focus. Children learn to recognise the sounds and shapes of letters of the alphabet using a phonics scheme and this helps them to develop good early reading skills, for example, sounding out letters in familiar words. They enjoy mark making and learn to write words through experimenting freely and copying. They are discovering ways to express meaning through words as they write about specific things. In group activities children count confidently. They learn to recognise and arrange numerals in order. They match and sort objects, and pictures, when playing games and make patterns using mathematical equipment, such as tessellating shapes.

Children learn about their local environment on nature walks and when taking part in activities based on seasonal topics. They learn about living things when observing pond life, growing plants and looking after birds. They have good access to computer programmes which extend their learning in all areas. When constructing models children develop early technological skills as they fit together pieces of construction equipment. Children enjoy exploring a range of materials in creative activities, for instance, painting, printing and sticking as they make pictures on a theme. They enjoy expressing themselves imaginatively as they dress-up, play music and dance. Ballet lessons help children to increase their physical skills and children learn about mime in activities linked to topics such as growing.

Overall children are learning effectively through participating in enjoyable activities which help them to develop new skills and to build on their natural curiosity as learners, thereby extending their knowledge and understanding in each learning area.

Helping children make a positive contribution

The provision is good.

Children feel valued and included in the setting. A happy and busy atmosphere prevails throughout the nursery. Children develop a sense of belonging in their rooms and in the nursery as a whole. They benefit from opportunities to gather together as a group and openly join in discussions at circle times. They enjoy the chance to join with others at outdoor play times. Children feel special when asked to be a helper or leader. Their individual needs are met well as staff are flexible in their approach. However, at certain transition times during the day, for example, before snack and lunch, children are kept waiting and younger ones tend to become bored and restless.

Children develop a good level of personal independence and learn to make decisions for themselves. They have plenty of choice during the day and at mealtimes, they learn to make a positive contribution through respecting other's choices or helping to tidy away after play. Children learn about a wider society as they take part in activities based on cultural and religious themes. For example, children recently tasted Indian sweets brought in by a parent at Diwali and, at Easter, took part in an Easter bonnet competition and egg hunt.

Children with learning difficulties and/or disabilities receive good support. Staff work together under the direction of the coordinator to implement individual learning plans. These are reviewed regularly, taking into account advice from outside professionals. Children's behaviour is very good. They play together harmoniously and are well aware of their boundaries. For example, they sit sensibly at group times and are attentive to staff. They share resources and learn to take turns. They are often praised for their good behaviour and this encourages them to be responsible. Children's spiritual, moral, social and cultural development is fostered.

Staff work closely with parents and carers in order to provide appropriate care for children. New parents and children enjoy an initial visit to the nursery. They receive good information about the provision in an attractive prospectus and can ask to view the nursery's policies. Parents provide information about their children to help the settling-in process and complete registration forms. Staff feed back to parents at the end of the day, those of very young children being given details of feeds, changes and sleeps. Parents can also read about the activities which their children have enjoyed during the day. Children benefit from this close liaison.

The partnership with parents and carers of nursery funded children is good. Parents receive information about the Foundation Stage of learning and can view the weekly plans which are displayed in each room. Photographic displays around the building show how children are learning as they participate in different activities. Staff send out regular reports on children's progress and invite parents to consultations so that they can exchange information verbally. In this way parents are encouraged to be involved in their children's learning.

Organisation

The organisation is good.

The nursery's policies and procedures work well in practice to promote the outcomes for children. All the necessary documentation is in place and the operational plan covers all aspects of care and education. Information about individual children is kept securely in the office. Attendance records for children and staff are well maintained. The written planning is generally up to date and available to all staff. Portfolios of children's work are kept and these are available to parents at any time. The documentation provides a good framework for the efficient running of the provision.

There are good induction and appraisal systems in place for new staff and they are encouraged to pursue ongoing professional development through attending training courses. Recently staff have attended courses in First Aid, Hygiene and Special Needs. Staff are deployed to rooms, or as floaters around the nursery, so that ratios are maintained at all times. They act as good role models and are attentive to children, having a high regard for their well-being. They work well together following the daily routines and are aware of their differing responsibilities. However, transition times are not well organised and this results in older children waiting while others take turns to go to the toilet and younger children have over long group times while the room is prepared for lunch. This has an impact on their enjoyment and levels of participation in worthwhile activities.

Overall children's needs are met.

The leadership and management of the nursery education is good. The principal and her deputy work together to ensure that the educational programme is implemented and that children's assessment profiles are well maintained so that they can be used to inform future planning. However, the provision is not always monitored effectively and consequently there is a lack of

consistency between rooms with regard to the written planning. The principal is aware of staff's strengths and weaknesses and organises support and training where necessary. She is very involved with the day-to-day running of the nursery and promotes an inclusive environment where every child matters. This contributes much to the high quality of education on offer.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required Ofsted to take action in order to meet the National Standards. The complaint related to Standards 6, 12 and 14. Ofsted raised three actions to which the provider made a satisfactory response. The provision remains qualified for registration.

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.

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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):

- review the organisation of transition times during the day in order to meet children's needs more effectively.

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):

- ensure that the programme for nursery education is monitored effectively to promote consistency in its implementation.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk