

# Cedar House Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY299642

**Inspection date**

07/01/2010

**Inspector**

Josephine Geoghegan

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Cedar House Day Nursery opened in 2005 and operates from a ground level, purposely converted, self-contained unit within the Maudsley Hospital, located in the London borough of Southwark. All children share access to a secure, enclosed, outdoor play area. The nursery is registered on the Early Years Register to provide care for a maximum of 69 children at any one time. There are currently 65 children in the early years age range on roll. No children presently attend who have identified special educational needs and/or disabilities, or those who are learning English as an additional language, although many children are dual language speakers. The nursery offers places to children in receipt of the nursery education grant. Children come from a wide catchment area as their parents travel in to work at the hospital and are employed by the NHS primary health care trust. The nursery is open each weekday from 8am to 6pm for 50 weeks per year. The nursery is

is also registered on the compulsory and voluntary parts of the Childcare Register, although they do not presently offer care to children in these age ranges. The nursery employs 19 staff who work with the children, all of whom hold relevant early years qualifications to level three or above and all staff hold first aid qualifications. The nursery is supported by the carer and childcare coordinator who is responsible for both nurseries run by the organisation.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective systems are in place to ensure the needs of all children in the Early Years Foundation Stage (EYFS) are met well as staff show high regard to providing a broad range of interesting activities that promote all areas of learning. Children's welfare is safeguarded as staff successfully implement the policies and procedures of the setting and show high regard to promoting children's safety. Systems of governance and accountability are clear and all staff and parents have opportunities to be involved in decision making, showing a strong capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure evaluations of weekly planning are used effectively to identify any gaps in the educational programmes, in this case, activities that promote children's awareness of technology.
- develop the systems of self-evaluation to ensure strengths and weaknesses are identified relating to all aspects of the Early Years Foundation Stage.

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

Secure systems are in place to help safeguard children and protect them from harm as all staff have completed relevant safeguarding training and appropriate policies and procedures are in place, enabling staff to take prompt action if they are worried a child is being abused. Arrangements to ensure the continuous suitability of staff are in place. For example, appropriate systems of vetting, recruitment and regular supervision and appraisal. In addition, all required documentation is used effectively, such as records of attendance for children, staff and any visitors, helping to safeguard children's welfare; and security of the premises is given high priority. A variety of methods are used that support the setting in evaluating the quality of their service. For example, all staff attend regular meetings and participate in systems of appraisal; the setting is presently completing the local authority quality assurance scheme, which all staff contribute to. Parents' views are actively sought through surveys and an open parents forum. In addition, the setting's self-evaluation relating to the EYFS is in progress, although this approach is in its infancy. The setting shows a clear commitment to driving improvement through good communication with staff and by working closely with parents and the local authority to ensure the provision meets children's needs effectively. In addition, all recommendations raised at the last inspection have been met appropriately. Parents are provided with a good range of information about the setting and their child's progress. For example, staff make time to discuss all events of the day when children are collected and parents are offered written reports, providing regular opportunities to discuss their child's progress. A broad range of policies and procedures are in place to support the effective management of the service and these are made available to parents. Staff promote equality and diversity well through planned activities that relate to festivals and resources that reflect people in the community, enabling children to learn about cultures and beliefs. In addition, although no children presently attend who have identified special educational needs and/or disabilities, good systems are in place to promote inclusion as staff have attended relevant training, including the common assessment framework. Good use is made of time and space as the setting is well organised, enabling all children to engage in both indoor and outside play that promotes all areas of learning and development.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from a well organised and stimulating environment that supports their learning and developmental needs well. For example, children benefit from plenty of clear play space, enabling younger children to move freely and develop their walking skills and coordination; older children are able to select resources and work independently, using space effectively while following their own interests. In addition, all rooms are well resourced with toys, furniture and equipment that are of good quality and suitable for children's ages and abilities. Displays of children's creative work, photos, educational posters and mobiles create a welcoming environment for children to play and learn; they benefit from lots of written words

displayed along with large numerals, letters and shapes on doors for example, making good use of space to support children's learning. They are provided with a good balance of activities that promote all areas of learning and include both indoor and outside play and opportunities to engage in adult and child-led activities. Children's behaviour is managed well by staff who are calm and consistent; they encourage children's positive behaviour by offering lots of praise for their efforts and achievements. In addition, children benefit from well established routines, such as taking turns to help set up the tables for lunch, enabling them to develop their sense of responsibility. Positive steps are taken to promote children's safety, for example, robust systems are in place to assess risks at the setting and while on outings. Appropriate fire safety equipment is in place and all staff attend relevant training. Children participate in regular evacuation drills and appropriate records are kept, enabling staff to evaluate the effectiveness of the procedure. Children are offered a balanced diet of meals that promote healthy eating, for example, menus are planned to incorporate lots of fresh fruit and vegetables and children are offered healthy snacks. In addition, older children know how to operate the water dispenser and help themselves to water, enabling them to develop healthy choices. Good systems are in place to ensure children's individual needs are met. For example, babies' individual sleep and meal routines are catered for and all children's dietary needs are known and respected. Staff take positive steps to help stop the spread of infection, for example, they show regard to maintaining good hygiene practice while serving food and during toileting routines. Children's welfare is safeguarded in the event of an accident or illness as all staff hold first aid qualifications, relevant policies and procedures are in place and records are maintained and shared with parents.

Staff use a variety of methods to plan for children's individual needs that are enjoyable and challenging across the areas of learning. Effective methods of assessment ensure children's needs are identified through regular observations, use of photos and samples of children's creative work. However, evaluations of weekly plans are inconsistent, as a result, little focus is given to planning activities that help children learn about technology. Children are able to separate from their parents with ease and show a keen interest in their learning environment. They benefit from lots of cuddles and support from staff, enabling them to develop secure relationships which help them feel safe. Children's sense of self-identity is enhanced through planned activities, such as making self portraits and using skin tone paints. Older children show confidence as they freely engage in conversations with each other and staff, developing their speaking and listening skills. Younger children are supported well in developing their language skills as staff are attune to their attempts at speaking and encourage them to express their needs and feelings. Children are developing their writing skills well, for example, older children draw representational pictures and make good attempts at writing letters. Children use books purposefully and younger children enjoy looking at books with staff. Children develop their problem solving skills as they use puzzles and construction sets effectively, for example, older children persevere while fitting the pieces of the wooden train track together. Younger children develop their awareness of size as staff talk about the story of the three bears and look at objects of different sizes. Older children are able to count accurately and show an awareness of number sequence and calculation, for example they answer correctly as staff ask how many more plates are needed to set the table for lunch. Younger

children enjoy exploring while using a range of objects in the treasure basket; they learn about nature and mini-beasts while using magnifying glasses and through outings to local parks. In addition, they learn about the elements while playing in the snow and explore ice as it melts in the tray. Children show an awareness of time and place as they discuss events at home and nursery. Children have good opportunities to develop their physical skills as they use a wide range of climbing equipment and wheeled toys in the outside play area. In addition, they benefit from regular exercise as they are able to use part of the outside play area in all weather which is covered with a large sail awning and have constant use of a well equipped soft play room. Children's free creative expression is encouraged through use of art, craft, drawing and malleable materials. For example, older children enjoy making play dough, choosing the colours and using hand held tools effectively to then create shapes. Younger children create patterns as they use roller ball paints and print shapes with paint. Children enjoy singing songs and babies enjoy jigging along to music, developing their awareness of sound. Children have good opportunities to engage in role play, enabling them to re-enact real life exercises, for example, younger children imitate while using play phones and older children become engrossed as they use toy animals and accessories to imitate being vets. Children show a positive contribution to their environment as they form good friendship groups and play cooperatively. They respond well to the daily routines, joining in whole group activities and make choices during play.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met