



## **Cedar Park Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	148601
<b>Inspection date</b>	08 September 2005
<b>Inspector</b>	Elizabeth Juon
<b>Setting Address</b>	Bridge Farm Road, Twyford, Berkshire, RG10 9PP
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<b>Registered person</b>	Child Base Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Day Nursery is one of 32 nurseries run by Childbase Ltd. It opened in 2001 and operates from a converted house on a private road in Twyford. The nursery is close to the local mainline station and convenient for the A4 and M4 roads. The nursery serves the local and surrounding area. A maximum of 83 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 all year round but is closed on bank holidays. All children share access to a secure

enclosed outdoor play area.

There are currently 101 children aged from 6 weeks to under 5-years on roll. Of these 32 children receive funding for nursery education.

The nursery employs 22 staff. Most of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The environment is clean and tidy. From an early age, children learn the importance of good personal hygiene through effective daily routines such as washing hands after handling the nursery rabbit. Staff's good practice prevents cross infection, for example, wearing aprons when changing nappies. The appropriate use of medical and accident records promotes children's health and parents countersign the accident book. Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. Most staff hold a current first aid certificate and can give appropriate care to children if there is an accident. Children learn the need to apply sun cream and wear hats before going out into the garden on a hot day. Records of children's individual dietary and medical needs are available, so that all adults are aware and can act accordingly.

Meals are cooked on the premises and follow a seasonal four-week menu to provide variety or cater for special diets. The nutritious meals and snacks help children develop healthy eating habits from a young age. Older children learn the benefits of a healthy diet through discussion and activities for example about healthy food and the care of teeth. Staff follow good hygiene procedures when serving food, such as wearing gloves, to safeguard children's health. Drinks are available to children throughout the day; children from three years confidently help themselves. This encourages children to think about their personal needs and practise useful skills such as pouring. Meal times provide an opportunity for children to sit together and talk.

Children regularly enjoy a range of activities that contribute to their health and develop their physical skills. They play on large equipment outside and enjoy exercise through music and movement sessions. Children negotiate space well when pushing prams and riding cycles, manoeuvring round obstacles. Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes. Babies and toddlers are beginning to develop their own preferences and make choices for themselves. Staff follow babies' individual routines for eating and sleeping. This ensures continuity of care and contributes to their physical development. Babies receive lots of warmth and affection that supports their emotional well-being and gives them the confidence

to explore new experiences. Babies learn to feed themselves which helps develop their independence.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming and secure indoor and outdoor environment where they can move around safely. The nursery is bright and well decorated and the rooms are suitable for their purpose. The baby room is cosy with a good variety of stimulating and tactile toys available at low level. Very young children and babies can crawl and learn to walk in a child friendly environment. Children enjoy a selection of activities and use suitable and safe equipment that is appropriate for their age and in good condition. There are sufficient cots and beds that allow children to rest and sleep in comfort and safety. Staff regularly check sleeping children and listen to a monitor, to ensure their safety and well-being.

A daily risk assessment of the premises is undertaken and recorded; hazards to children have been minimised enabling them to play, learn and explore safely. Children are secure in the premises; there is a locked front door with an entry-phone system. There are effective procedures for the safe arrival and departure of children. Good routines and gentle reminders help children learn about safety within the setting. They are beginning to learn to keep themselves safe to avoid accidental injury by, for example, forming a queue and taking turns. Children and staff practice the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency. However, one fire door was propped open instead of closed to maintain safety. An evacuation kit is always in place so children can be well cared for off the premises. The outdoor play area is safe for children to enjoy fresh air and play with a variety of equipment. The large garden is an asset and children can play with their friends using their imagination in role-play in the playhouse. There are clear procedures for outings that ensure children's safety.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children show interest in what they do and take part in a range of appropriate indoor and outdoor activities that challenge children and help them progress. There is a varied selection of resources to stimulate the interest of younger children; babies engage in exciting activities such as being in the ball pond. Children particularly enjoy exploring sand and water and playing outside in the garden. Young children enjoy listening to stories and are beginning to join in action songs that help develop their co-ordination. The activities on offer engage children's interest and attention effectively to keep them happily occupied. Children acquire new knowledge and skills; they benefit from outings and visitors to the group. They are beginning to

manage their own personal hygiene independently. Children make positive relationships and have friends. They are comfortable with staff and ask for help if needed, turning to any member of staff to meet their needs. Staff are kind and considerate and as much as possible stay consistent in the room so children feel secure. Children develop confidence and self-esteem, staff praise and encourage children's achievements.

## Nursery Education

The quality of teaching and learning is good. Children make good progress and achieve in each of the six areas of learning. However, there are some limitations to progress in mathematical development and knowledge and understanding of the world. Children are interested in activities; staff interact with children during play encouraging and engaging with them to extend their learning to acquire new skills. Staff ask questions to make children think. The nursery head office provides planning for the educational programme to ensure children progress through the stepping-stones in the six areas of learning. However, the resources for the suggested activity are not always available and a compromise is made. The daily activity has a clear learning intention and staff adapt the plans to meet the needs of the children attending. Staff have a sound knowledge of the early learning goals. Observations of children's progress inform future planning to meet children's individual needs.

Children are independent. They see to their personal needs such as dressing and undressing, visiting the toilet and washing hands, deciding when to have their drink and snack. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. Children behave well and respond to requests for good behaviour. They understand the rules within the setting and tidy away toys when asked. This ensures good relationships and cooperation. Children are beginning to understand differences in their lives to others around them. They talk happily about their home life and family. Children are interested in the activities available and spend time concentrating on self-chosen activities. Children's listening skills are good. They listen and take turns when speaking in large and small groups. They negotiate well during play. Children speak very confidently to each other and adults; their language is developing well. Children can link sounds and letters and recognise their name. There are opportunities to practice mark making and emergent writing skills, for example, when painting. Pencils and paper are always available for children to use. Many children can write their own names.

Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities. They choose number activities during free play for example playing dominoes and enjoy number rhymes and songs. Children know that only eight children should be in each room and are aware when this is reached by placing their nametags on the door in the eight places. Children have few opportunities to do simple calculations in everyday activities such as snack time. Children are confident using the computer. They demonstrate good mouse control when playing games on the computer. However, there are few other opportunities to use technology equipment such as telephones, tills and calculators on a daily basis. Children enjoy using their senses to explore objects in practical

activities, for example, water play and construction; they explore objects using magnets. Children learn about their environment through visits to local amenities and outings.

Children's physical skills and understanding of the natural world develop in outdoor play. The garden is an asset to the nursery and children have a great deal of fun playing outside, extending their physical skills, on a daily basis. They tend to the rabbit and grow plants enabling them to care for living things. Children move confidently and in a variety of ways, for example on the climbing frame and pedalling the tricycles. They show good co-ordination when jumping, running and respond and move enthusiastically during music and movement sessions. Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes.

Children express themselves creatively through a range of mediums. They paint and draw pictures that represent their experiences. They enjoy imaginative role-play, for example, pretending to paint the side of the shed. They are very involved in creating a cave scene in the whole of one playroom. Children enjoy participating in singing sessions and have a good repertoire of songs and action rhymes.

### **Helping children make a positive contribution**

The provision is good.

The children come into the setting happily and confidently and display a sense of belonging. Children talk about their home life and things that are important to them. They move freely around the environment and know the routine. Children easily access age appropriate resources provided by the staff. They are developing an awareness of their local community and culture and some awareness of cultures other than their own. A range of activities and resources develop children's understanding of diversity although not always available daily for imaginative role-play. Staff encourage all children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. Children develop a good understanding of right and wrong. Children's behaviour is generally good and they play well together. They learn to share and take turns while playing group and team games. Staff manage children's behaviour through distraction and simple explanations that are appropriate to the age and understanding of the child. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. They receive information about the setting; they have access to policies and procedures. Parents receive good information about the foundation stage. The information outlines what and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning. Large notice boards display relevant information for parents and photographs of the staff in each room. Parents spend time informally talking with the staff at the beginning and end of sessions. A key worker system is in place. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. A termly newsletter gives useful

information on activities within the nursery. Parents contribute to their child's assessment on the record of progress. Care diaries for young children ensure continuity of care. The staff respect parents' wishes. This enables them to meet individual needs regarding routines. Parents spoken to at the inspection were happy with the provision and the care and progress their children are making.

## **Organisation**

The organisation is good.

Vetting and recruitment procedures ensure children are well protected and cared for by staff with sound knowledge and understanding of child development. Policies and procedures are used effectively by staff to promote the welfare, care and learning of children. There are suitable contingency plans in place to cover for absences to ensure children always have appropriate supervision. However, the record of staff and children's attendance is not always representative of the room they are in. Staff work well as a team and communication and guidance through regular team meetings, allows them to provide a stimulating well-balanced programme for children. Staff prepare and present the rooms well to support the children in their play and learning. Management actively encourage staff to undertake relevant training. This helps support children within the setting. All documentation required for the safe and effective management of the nursery is in place contributing to the welfare of the children. However, the system to ensure Ofsted receives notification of changes within the nursery is not always efficient.

The quality of leadership and management of the nursery education is good. The children are making progress to the early learning goals. The manager of the nursery has been in post for nearly a year and has a commitment to providing and maintaining good standards of care and learning in the nursery. The early year's coordinator oversees the early year's curriculum with minimal input from the nursery manager. Both the manager and early year's coordinator are keen that children learn while enjoying themselves at nursery. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The provider was asked to improve the organisation of all documentation related to care and to monitor children's access to drinks. All the required documentation is in place and includes children's records and parental consents. Children have a routine at snack time and attach their name label to a board when they have had a drink and snack so staff can monitor their intake of fluids. These measures have improved children's well-being.

## **Complaints since the last inspection**

There are no complaints to report.

## 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):

- ensure the record of children and staff attendance is accurate and representative of the room they are in and improve the system to ensure that notification of changes to the setting are received by Ofsted

#### 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):

- increase opportunities for children to calculate and ensure the availability of the required resources to complete an activity in line with planning.

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