

# Cedar Park Nursery

Inspection report for early years provision

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**Unique reference number** EY334634  
**Inspection date** 10/05/2010  
**Inspector** Susan Parker

**Setting address** The Grange, 15 High Street, Hoddesdon, Hertfordshire,  
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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**

The Grange is one of two 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. The nursery is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

A maximum of 85 children may attend the nursery at any one time and there are currently 75 children on roll who are within the Early Years Foundation Stage age range. The Grange is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery has established systems for supporting children with special educational needs and/or disabilities and also supports children who have English as an additional language.

The Grange employs 22 staff, of whom 17, including the manager, hold an appropriate early year's qualification. The manager is currently undertaking the Early Years Foundation Degree. They also employ a dedicated administrator who is office based and a cook.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff obtain excellent knowledge of each child's individual needs through detailed observations and excellent links with parents and carers. This ensures that they successfully promote all aspects of children's welfare, learning and development. Children's safety and security are a priority and the children are learning about keeping themselves safe while exploring the world around them. The partnership with parents and other agencies is excellent and is highly significant in ensuring that the individual and diverse needs of all children are exceptionally well met. This greatly benefits the children who make outstanding progress, given their age, ability and starting points. Regular information sharing, excellent professional partnerships between all staff and regular evaluation by the team ensures that daily practice is successfully analysed and enhances clear visions for future development.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing to outstanding organisation of the setting.

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

Robust safeguarding policies, outstanding daily practice and a commitment to training ensures that children are safe and well protected. Children's welfare is significantly promoted, as there are highly effective safeguarding procedures in place. For example, training relating to safeguarding children is frequently updated by all staff and there are very effective procedures in place to ensure that staff are suitable to work with children. Staff are vigilant in their supervision, allowing children freedom of movement and choice while being very close by if needed. All members of staff have undertaken training in safeguarding, resulting in an excellent understanding of the procedures to follow if there are any concerns. Staff are highly committed to promoting children's safety at all times. This includes teaching the children to play safely and be aware of possible hazards. For example, children as young as two years old competently use knives, forks, and scissors. Well planned, creative and imaginative activities, visits and outings enable the children to develop their skills and fully explore their environment safely.

Children's behaviours demonstrate that they feel safe as they confidently move around the setting independently selecting resources and approaching staff for help or to include them in their play.

The outstanding organisation of this setting underpins the exemplary welfare, learning, and development of each child attending. Every child's individual needs are well known by the staff, clearly recorded and met. The setting places the promotion of equality of opportunity at the centre of its work and staff are very well trained to ensure that they fully understand this area. They pay close attention to understanding each child's background and needs, actively utilising this information when planning activities. Staff are caring, well supported and show a genuine enjoyment of their work. This creates a highly positive environment, where children are happy, secure and confident. Resources are organised to promote opportunities for children to self select and make independent choices as they are clearly labelled with the word and picture, promoting inclusion and staff are always deployed appropriately to fully support children's learning and development.

Children thrive in this highly organised and stimulating environment where the staff team dedicate time to enhance the setting by implementing very effective systems to monitor and evaluate the provision including full consultations with parents. The self evaluation of the provision is very effectively used to highlight areas to improve and acts as a record of the actions taken to further improve the outcomes for all children attending.

Staff are committed to developing and maintaining excellent partnerships with parents and carers. The well considered and highly inclusive forms of communication ensure that there are productive partnerships and parents are exceptionally well informed of their children's progress and activities. For example, there are regular newsletters, meetings with key workers, open days and informative displays throughout the nursery. Staff provide precise information

about ways in which parents and carers can support their child's learning. The setting also has excellent procedures for liaising with other professionals and they are able to prepare children for their transition to school and improve positive outcomes for children.

The manager and her team have a very positive attitude and are fully committed to enhancing the welfare, learning and development of every child attending. Every child's individual and diverse needs are fully met. Regular detailed observations of the children and the caring relationships formed ensure that staff are completely in tune with each child. Children have a full and detailed record of their achievements and individual needs. This is regularly updated to ensure that it reflects each child's current levels. Staff discuss the next steps in each child's development and ensure that these are achieved with well planned, exciting and challenging activities, which are very effective in promoting children's excellent progression towards the Early Learning Goals. Children are able to choose and easily access for themselves, a diverse range of good quality toys and excellent resources that are age appropriate and in excellent condition.

Any accidents are recorded and the setting checked daily for hazards. Staff also ensure that children are protected from the spread of germs or infection. Through the excellent practice shown by the staff, who act as good role models, the children are gaining a secure understanding of how to keep themselves healthy and safe. The children display very good hygiene habits, for example, the children themselves are learning how to 'wash away the germs' and given the support to clean their hands independently. They are learning about the benefits of regular fresh air and exercise.

Through the excellent deployment of resources, the dedicated and knowledgeable staff team and a detailed understanding of their needs, children make outstanding progress towards the early learning goals given their individual starting points and abilities.

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

Children blossom in this outstanding provision where their individual needs, interests, and abilities are truly catered for. The staff and key workers know each child very well and are able to provide them with very well resourced, exciting and interesting games and activities, which stimulate their natural curiosity and imagination and develop their learning. The exceptional planning means that children are offered exciting, varied and imaginative experiences that reflect their individual needs and ensure that they make excellent progress. This is underpinned by practical observation and assessment procedures that enable staff to include each child's needs in the daily planning.

Children's language and communication is actively promoted. Children are encouraged to be very social, they are encouraged to talk and the staff really listen to what the children are saying. Children are encouraged to think critically as the staff gently extend their thinking by asking them appropriate questions about what

they are doing and what they think may happen next. Children are extending their vocabulary everyday through sharing books and talking about their experiences. They evaluate their own play by talking about their activities during circle time. Comprehensive systems for exchanging information ensures that staff are fully aware of children's routines and preferences, actively using this information to inform activities. Children's play and activities are extended because staff always participate at an appropriate level. For example, as children are looking at the 'poorly' goldfish, they talk with a member of staff who asks questions to encourage them to think further.

Children are forming an excellent understanding of problem solving and numeracy. They recognise shapes very well and are able to complete challenging puzzles. Children's mathematical thinking is actively promoted as an integral part of all activities such as using words in the water play such as full and empty and counting the number of children on their table, recognising colours and familiar numerals displayed indoors and in the garden.

Children are very well protected by staff which enables them to explore and extend their play in a safe environment. They are learning how to use an array of tools carefully without hurting themselves or their friends. They are adopting healthy habits and developing a sense of looking after themselves. They pour their own drinks and choose when to have their snack time. They put on their outdoor clothes when playing in the garden and display exemplary levels of good behaviour. Staff act as excellent role models for the children and gently remind the children about unsafe acts and being polite to each other. This promotes the children's sense of self-esteem and confidence, making learning a very positive experience.

The children are establishing very good social skills as well as firm friendships. They feel safe in the company of all the adults in the setting and the bonds between the staff and the children show that children care for and respect the adults and their friends. Children are very well supported and are encouraged to try to do as much independently as they can with full support of the whole staff team. Staff act as excellent role models, remaining calm, consistent, polite and fair and children respond positively to this, showing great care and concern for each other.

The attention to detail helps children to feel welcome and motivated, for example, there are numerous displays and examples of children's work, which are clearly labelled with their names. There is a range of music on in the background as children play and all staff and children enthusiastically join in with music and movement times.

Children's independent choice is further promoted as they choose their resources and adapt them, for example, children wanting to draw a picture chose their own paper and drawing implements, either chalk on the playground or crayons and pencils on paper. Children's development of numeracy is promoted as they enjoy water play activities. A small group of children fill up containers of water as a member of staff asks "is it full?", one child tips out the water and replies "now it is

empty".

The very good use of outdoor facilities means that children are offered a wide variety of additional experiences. For example, children take part in a fun packed game painting with water on the surfaces and get very excited when the water disappears in the sunshine. Children gain a very good awareness of the relevance of a wide range of health practices. For example, they are able to explain why they wash their hands before eating.

The excellent procedures for working with parents, carers and others mean that children who speak English as an additional language or who have special educational needs and/or disabilities are consistently offered highly appropriate support. Children's self-esteem is fully promoted because their conversations and contributions are genuinely valued. For example, as children look through their photographs together with a member of staff and other children they each take turns to speak about their friends and activities whilst being respectfully listened to by others.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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