

Cedars Day Nursery

Inspection report for early years provision

Unique reference number

EY235059

Inspection date

18/02/2010

Inspector

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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

Cedars Day Nursery opened in 1991 and is one of 38 day nurseries operated by Child Base Limited. It operates from a purpose-built building in the Linslade area of Leighton Buzzard, Bedfordshire. Children have access to the fully enclosed outdoor play areas.

The setting receives funding for early education. It is open all year round and sessions are from 7.30am to 6.30pm. The setting is registered on the Early Years Register to provide 92 places and there are currently 148 children on roll who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings such as local pre-schools. The setting currently supports a small number of children who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are 33 staff members, 27 of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are consistently met and they are offered appropriate support because staff work very well with parents and are able to develop a thorough understanding of children's needs and interests. They use this knowledge to inform daily planning and ensure that children are offered activities that promote their learning. This is further supported by appropriate assessment procedures. Excellent procedures relating to safeguarding children enable them to develop a strong sense of safety and security in the setting. This means that they can play confidently and happily, thereby developing positive attitudes to learning. Comprehensive self-evaluation procedures support the ongoing review of the setting, enabling staff to plan and prioritise improvements and offer a service which is responsive to children's needs.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to increase their independence skills as part of the daily routine
- develop further the planning of structured activities so that staff are able to adapt and extend the activity to meet individual children's needs and promote their development and also enable children to express themselves

within these activities.

The effectiveness of leadership and management of the early years provision

Highly effective safeguarding procedures ensure that children are protected and their welfare is consistently promoted. For example, training relating to safeguarding children is regularly updated and there are stringent procedures to ensure that staff are suitable to work with children. Comprehensive risk assessments and daily checks mean that hazards are minimised and children's safety is promoted. Excellent practice enables children to gain a thorough understanding of safety issues. For example, staff offer children ongoing explanations and fully involve them in assessing risks and identifying hazards. Good daily practice, such as the provision of nutritious snacks and meals, means that children's health and development are promoted.

Managers and staff demonstrate a commitment to reviewing and improving the setting's practice and, therefore, the outcomes for children. Rigorous monitoring of all areas supports the setting's comprehensive self-evaluation. This means that staff have an excellent overview of their practice and are aware of areas for improvement. They seek feedback from parents and children, using this information to develop plans which lead to improvements for children. For example, recent practical changes include the purchase of all-in-one suits for children, enabling them to make better use of outdoor areas in all weathers. Ongoing training and monitoring help to ensure that staff have a clear understanding of issues relating to anti-discriminatory practice, enabling them to provide a service which is inclusive for all children. They make sure that they understand children's background and beliefs, utilising this information when planning activities. Resources are used well to support children's learning and development. For example, the setting provides a meeting room for a local mother and child support group, thereby providing information to others about their service and also bringing appropriate visitors into the setting.

Staff have excellent relationships with parents and carers, enabling them to exchange information and ensure that children are consistently offered appropriate support. Efficient consultation and the good use of a parents' forum mean that parents are involved in decision-making and practice development. They are kept very well informed of their child's progress and activities, for example, through daily communication sheets, parents' evenings and informative displays. The setting also has good procedures for liaising with other professionals involved with the children. For example, they share information with local pre-schools to enable them to work together to promote children's development.

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

Children make good progress in all areas of learning because staff have a secure knowledge of the Early Years Foundation Stage. They use appropriate procedures

for assessing children, utilising information gained from this to inform activity planning. Staff are kind and caring and know the children well. They use their knowledge of the children to further inform activity planning and enable them to present activities appropriately. However, the planning of activities does not always provide sufficient information about adapting the activity to promote children's individual development and to enable them to express themselves within the activity. Children are offered opportunities to support them in developing their independence skills. For example, older children serve their food at lunchtime. However, these opportunities are not consistent and children's independence is therefore not promoted to the optimum.

The attractive and generally accessible environment enables children to make independent choices. For example, children decide to play in the role play room and enjoy choosing different costumes to enhance their play. This is further enhanced as staff make some additional resources. For example, children explore the 'finding out boxes', which cover topics such as 'going to school' and 'insects'. Children's emotional development is promoted and they feel valued as they are involved in making some decisions. For example, older children have named their play rooms and made labels to illustrate these. Children's understanding is extended as staff make good use of incidental learning opportunities. For example, when younger children are playing with a construction set they are encouraged to extend their vocabulary when the staff member introduces words such as 'tower, big and high'.

Staff's consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They act as good role models and offer children ongoing explanations, encouraging them to share and work together. Children respond positively to this and demonstrate a developing sense of responsibility for their behaviour. Their understanding of diversity is promoted as they participate in structured activities and access relevant resources. For example, they look at books and posters that encourage them to recognise differences and also provide positive images and information about a range of issues such as culture and ability. Children are gaining a clear understanding of the relevance of good health practices. Ongoing explanations from staff and child-friendly posters help children to understand why they need to wash their hands before eating or participating in cooking activities.

The setting's clear procedures for working with parents and other professionals mean that they are able to adapt activities and offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language. For example, staff work with parents to learn key words in the child's language and also make use of resources such as a visual timetable. Children are encouraged to explore and determine their own play and staff support this. For example, when young children decide to draw pictures, a staff member encourages them to talk about these and they go on to discuss trains, train drivers and recent journeys they have undertaken with family members.

The good use of community facilities and outdoor areas means that children are offered an extended range of opportunities. They grow flowers and use a wide

range of outdoor play equipment and also visit a residential setting for older people as part of their harvest festival celebrations. Children are encouraged to explore and extend their knowledge. For example, whilst reading a story, children name the different shapes illustrated and then identify similar shapes in the book and around the room. Children of all ages learn about the uses of information and communication technology and thereby gain skills for the future. For example, they use equipment such as computers and interactive toys. Appropriate resources and attentive staff support children in developing an appreciation of books and reading. For example, young children choose a book and then snuggle down under a cover whilst the staff member reads this to them.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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