

Cedar Park Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Cedar Park Wolverton is one of two nurseries run by Cedar Park Nursery Group Limited. It opened in 1999 and operates from a large mansion house in the London Borough of Enfield. Children have access to an enclosed outdoor play area. The nursery is in a residential area on the outskirts of Enfield Town. It is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 94 children may attend the nursery at any one time. There are currently 113 children on roll in the early years age group, some in part-time places. The nursery supports a number of children with special educational needs and/or disabilities. There are 30 members of staff, including the secretary and lunch time cover. Of these, 19 hold early years qualifications to at least level 2. The setting provides funded early education for three- and four-year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides both a welcoming and inclusive service. Overall, staff have been successful in introducing the Early Years Foundation Stage framework into their practice. Children's welfare, learning and development needs are well met overall, despite a breach in welfare requirements. All key people are enthusiastic and motivated and understand the importance of continual improvements. There is a good level of improvement since the last inspection.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment). 09/07/2011

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

- improve children's independence further by reviewing lunch time routines to enable them to serve themselves
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Key people involved in the safeguarding of children have a good knowledge and understanding of their roles and responsibilities to keep children safe. Policies and procedures ensure key people have the information they need to follow. Interagency links are made with professional bodies where appropriate. The leadership and management team are secure in their knowledge of safe recruitment and maintain appropriate checks. The environment is risk assessed and appears safe for the children's use. However, annual risk assessment records do not take account of aspects of the environment that need to be checked more regularly. This is a breach of regulation but does not impact on the quality of care. Whilst fire safety is generally considered, evacuation practises do not take place regularly to ensure that any problems, such as children's attendance patterns, are resolved.

There are a number of highly qualified key people working with children. The staff team are well-established and work together to support the effectiveness of the service they deliver. The leadership and management team have developed their service adapting to the Early Years Foundation Stage framework. The setting has begun the process of evaluating their service and have identified areas for improvement. For example, the manager intends to further develop early relationships with children and their parents through home visits. In addition, key people are concentrating their efforts on adapting recent changes in their local authority for children with special educational needs. Issues raised at the last inspection have been fully met and the setting has improved the organisation of lunchtimes and feels that they have made a more home like environment for children at this time. They regularly review processes for observing, assessing and planning for children. Resources are varied, fit for purpose and generally support children's development. There is good use of both inside and outside space and children are encouraged to explore space freely. Key people are skilled at supporting learning in a holistic and sensitive way. Key people establish starting points and build a picture of what children can do through observations. Observations are linked closely to the early learning goals, planning is flexible and takes account of children's individual interests and abilities while extending their experiences.

Key people appropriately and actively promote equality and diversity. They help children understand the society they live in through introducing them to others faiths and cultures. Key people provide children with resources to focus on, and plan activities to encourage children's interest and awareness of others. There are systems in place for the identification of children with special educational needs or disabilities. Where appropriate interagency partnerships are established to ensure children get the support that they need. The setting's relationships with parents and carers are positive and well established. Parents are provided with information through daily feedback. They have access to information boards and receive regular newsletters. Parents have opportunities to share how much they value the setting through questionnaires and a suggestion box. There is an open door policy

and parents are encouraged to play a key role in settling in children and contributing to their ongoing learning. Key people regularly share developmental records and encourage feedback from parents. The setting fosters relationships with local schools through facilitating teacher visits and providing developmental documents to support the transition of children starting school.

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

Children separate well from parents and settle quickly into the setting because key people work effectively with parents to support the transition from home into the setting. Children build secure relationships with key people and this generally helps them to develop independence. Although, during the routines of the day children are not always given the opportunity to be independent, for example, by serving themselves at lunchtime. Children are caring and helpful towards others and manage their behaviour well. They are building friendships and engage in shared games and activities and learn how to cooperate, take turns and negotiate with others. Their social skills contribute to developing a clear sense of belonging and they are confident and self-assured.

Children engage in well-established hygiene routines and show varying levels of independence while independently carrying out personal tasks. Visual aides in the bathroom areas support children's independence. Outside and inside spaces are set out to support physical activity and are used well by children who show exuberance as they play. There is a variety of physically challenging activities available such as climbing equipment, tricycles and scooters to explore. In addition, children enjoy actions songs and rhymes in doors as a set routine of the day. Babies are kept physically active and their skills range from sitting with confidence, crawling and taking their first steps. Resources within the younger children's room encourage crawling, walking and climbing skills. Children are learning where food comes from. They are growing vegetables such as broad beans and lettuces. Their dietary needs are catered for through a three weekly rotating menu, which is healthy and nutritious.

Children enjoy coming to the setting, they have lots to choose from and can help them selves from zoned areas. Babies and younger children are encouraged to share their feelings through both verbal and non-verbal means of communication and as a result babies babble and indicate their likes and dislikes clearly. There are lots of conversations with children taking place throughout the setting. Children are encouraged to use vocabulary to explore their thoughts. They hear language, absorb and extend their own vocabulary within play. Children see letters and words all around them and are actively encouraged to recognise their own names. They have lots of opportunities to explore mark-making with a variety of different materials such as sand and paint to help them explore the shape of letters. More able children trace, follow dot to dot activities or can write their names independently. Resources to support problem solving, reasoning and numeracy are varied and challenging and children are engaged in their exploration, design and working out how things fit together. They explore numbers, shapes and work out

how many objects they need. Children are encouraged to explore technology accessing a variety of resources such as computer activities, magnets and programmable vehicles. In addition, there are other interactive resources available within younger group rooms. Children are encouraged to become familiar with their natural environment by walking in the woods at the back of the setting looking for mini beasts, digging, planting and watching things grow and observing the changes of seasons and weather. Children are making good progress in their learning and developing future skills.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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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