

# Cedar Park Day Nursery

Bridge Farm Road, Twyford, Berkshire, RG10 9PP

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 28/05/2013 |
| Previous inspection date | 15/09/2008 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- A good range of high quality resources are readily accessible to children to support their interests and all-round development. The extensive outdoor area promotes children's physical development well and allows them to explore, learn and play in the fresh air.
- Children show a strong sense of belonging; they enjoy their time at the nursery and have developed close and warm relationships with staff and each other.
- Staff plan educational programs that effectively cover all areas of children's learning and provide engaging and challenging activities and experiences that build on children's interests and abilities successfully.

### It is not yet good because

- Staff demonstrate an understanding of the security measures in place. However on the day of inspection one member of staff failed to implement the correct procedure in place regarding persons entering the nursery.
- Opportunities to encourage parents to share their views about their children's learning at home are not consistent throughout the nursery.
- The manager does not obtain the views of staff, parents and children as part of the self-evaluation system to help her identify areas for further development and improvement.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspection was undertaken by two inspectors, one of whom mainly concentrated on observing in the pre-school rooms and the other in the rooms for the younger children.
- Both inspectors observed the interaction between the staff and children in both the indoor and outdoor areas.
- Both inspectors sampled a range of documents including children's assessments, children's details and other relevant information.
- Both inspectors talked to members of the management team, staff, children and parents on the day.
- A joint observation was undertaken with the manager of the nursery with one of the inspectors.

## Inspector

Anne Faithfull

## Full Report

### Information about the setting

Cedar Park Day Nursery registered in 2001. It is one of 42 nurseries run by Childbase Ltd. The nursery operates from a converted house in Twyford, Berkshire. The nursery has 11 rooms over two floors and a large secure garden. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 115 children on roll and the nursery receives funding to provide free early education for children aged three and four years old. Children can attend for a variety of sessions. The nursery supports children with special educational needs and /or disabilities.

The nursery is open five days a week from 7.45am to 6.30pm all year. The nursery employs 27 staff who work with the children. There is one member of staff who holds an Early Years Professional Status, 20 members of staff are qualified at level three and one member of staff is qualified at level two in childcare and education. There are two members of staff are currently undertaking childcare training and three members of staff who are unqualified. The nursery receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff implement the procedures in place relating to persons entering the nursery

#### To further improve the quality of the early years provision the provider should:

- encourage all parents to share their views about children's learning and development at home
- improve existing systems of self-evaluation to include the views of staff, parents and children to enable them to contribute to the ongoing development and improvement of the nursery.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy and settled in the nursery. The bright and stimulating indoor and outdoor areas provide children with many opportunities to develop and learn as they play

and explore. The quality of teaching is good as staff regularly consult with the children about their interests and preferences. They then use this knowledge of the children to help them plan a wide range of appropriate fun activities and experiences to support each child's individual learning and development. Consequently, children are making good progress and are well prepared for their next stage of learning or their move to another room, setting or school.

Staff are skilled at observing and evaluating children's learning. They maintain a comprehensive learning journey book for each child which contains the observations they make. Staff carry out regular formal assessments of children's development, that incorporate the two-year-old progress checks, which they share with parents. However, not all parents are encouraged by staff to share their views about their child's learning and development at home to ensure continuity in their child's development. Effective systems are in place to ensure children are supported well during their move to school. For example, staff provide role-play situations and talk to the children about the school they are going to. Children who are leaving also participate in a trip to a theme park as a way of celebrating their time with each other before they move onto their different schools. These activities and outings help to ensure children's move to school is a positive experience.

Children are motivated and readily participate in activities of their choice. For example, children thoroughly enjoy hunting for and finding bugs and snails in the garden. This demonstrates their keenness to explore and investigate the natural environment in the garden. Younger children readily join in the 'peep po' activity with staff using a cardboard box. All children throughout the nursery participate in a range of art and craft activities. For example, babies explore paint with their hands and older children design and make pirate ships linked to their interests in pirates. These activities also enable the children to develop their physical skills as younger children begin to make marks with their fingers and older children use a range of tools.

Children's mathematical development is promoted well in a variety of ways. For instance, staff talk to the younger children about the size and shape of the sandcastles they are making. Older children have great fun measuring each other on a chart and talk about who is the tallest. Staff provide fun and interactive ways of developing children's literacy skills, a favourite of the children's is the 'splat' game. Staff write words and letters on a whiteboard and children have to splat the word or letter with a fly swat. Staff effectively encourage all children's communication and language. They sing songs and read cloth books to babies and older children readily participate in story time talking about what is going to happen next in the story. All staff also continually talk to the children extending their conversations by asking appropriate questions or repeating familiar words and sounds with the younger children.

Children have many opportunities to learn about the local community and the lives of others. For example, they visit a local supermarket to see what happens behind the scenes and policemen come to the nursery to talk to them about their role. Staff actively promote and support equal opportunities and diversity with the children. Staff meet children's individual needs very well and all children are included in activities as they play. Children who attend with English as an additional language are supported well. For

example they can readily access words in their own language and displays around the nursery reflect a range of different countries and cultures.

### **The contribution of the early years provision to the well-being of children**

The nursery environment is bright, spacious and carefully planned to offer children maximum freedom of choice. For example, low-level storage enables children to choose the resources they wish to use. The extensive outdoor area is used well as an extension of the indoor learning environment. Babies and young children have many opportunities to explore and investigate as staff make sure there is free floor space for them to crawl and toddle. Children have built secure and trusting relationships with staff who are dedicated to making sure their time at the nursery is a positive experience.

An appropriate key person system is in place, which helps both parents and children to build secure relationships with a designated member of staff. Staff provide a caring environment where children demonstrate they feel safe and secure. All children show a sense of belonging within the nursery. Babies and children receive cuddles, hugs and reassurance throughout the day helping them to develop their confidence and self-esteem. Children behave well. They readily share and take turns when required and the golden values remind them of the behaviour rules in place. Older children nominate a child each week to go on the special friend display. They write comments about why that child has been a friend to them and this helps them to recognise and to appreciate the kindness of other children in their room. Clear risk assessments and daily visual checks help keep children safe. Children are involved in safe risk-taking which helps them to learn about managing their own safety. For example, staff talk to children about using walking feet in the nursery and being careful when playing on the wet logs outside. Children clearly demonstrate that they feel safe and secure in the nursery. Procedures are regularly reviewed to ensure this practice is consistent.

Children are developing an understanding of how to have a healthy lifestyle and regularly play in the fresh air, in all weathers. For example, children have great fun digging in the mud and playing in the rain. They participate in a range of physical activities such as climbing logs and tyres and ride bikes. This helps children develop their physical skills. The nursery provides children with healthy snacks and hot meals. Children comment on the 'yummy food' at lunchtime. Older children readily serve themselves their food and mealtimes are a sociable occasion with staff and children talking about what is important to them. For example, what they have been doing at the week-end. Children can access a drink when they require and babies are fed in a secure and comforting way. Children demonstrate they are aware of hygiene procedures as they readily tell visitors that they must wash their hands as they have mud on them. Staff promote children's independence before they attend school. They encourage children to put on their own coats and shoes and to be self-sufficient when managing their personal care needs. As a result, children are able to dress themselves and handle personal hygiene routines before they start at school.

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

The inspection was brought forward following concerns investigated by Ofsted regarding a significant incident reported to them by the provider. The incident related to the supervision of children in the outdoor area and included concerns about informing parents and carers. At this time the provider was in breach of the requirements relating to supervision of children and to information about an incident not being given to parents until the next day, due to the setting's internal review systems. In addition Ofsted found the provider in breach of a requirement to ensure all staff have the necessary capabilities, skills, knowledge and understanding of their roles and responsibilities to safeguard children, manage their behaviour, and promote their well-being. As a result of the visit and investigation Ofsted issued the provider with two actions. The provider was required to make information available to parents, with particular reference to ensuring that parents are aware as soon as possible about any significant incident involving their child. The provider was asked to ensure that all staff had the necessary capabilities, skills and knowledge of their roles and responsibilities in order to effectively safeguard children, manage their behaviour and promote their well-being. Ofsted monitored the provider who has promptly complied with all the actions issued. The inspection found that all staff had undertaken a range of training relating to safeguarding, managing children's behaviour and that staff are all aware of the necessary steps to inform parents of all incidents relating to their children. Overall, staff demonstrate they are aware of their roles and responsibilities, although on the day of inspection one member of staff did not implement the correct procedure relating to the inspectors entering the nursery. However, this did not have an impact on the welfare and safety of children in the nursery as the inspectors could only access the reception area. Staff deployed themselves well to supervise and support children throughout the day in both the indoor and outdoor areas.

Staff are now aware of their roles and responsibilities with regard to the requirements of the Early Years Foundation Stage welfare and learning and development requirements. Through effective monitoring of the educational programmes by the management team children access a wide range of challenging experiences. As a result, children make good progress in their learning and development and there is a targeted approach to their individual learning. Partnerships with other professionals are well established. Staff share information with childminders who collect children from the nursery and teaching staff from the local schools come into the nursery to meet the children. This also provides an opportunity for nursery staff to discuss teaching techniques and routines children will follow at school.

Secure recruitment and induction procedures ensure staff are suitable to care for the children and they are aware of their roles, responsibilities and expectations of conduct. All staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. The nursery has had many managers over the last few years which has had an impact on practice. However, the staff team working with the children is very dedicated and supportive of each other. They have worked hard as a team to ensure continuity for the children has been maintained during the management changes. A new manager has recently started who has a range of nursery management experience, is very

enthusiastic, motivated and committed to improving the nursery. Staff speak highly of the support and guidance she has already given them and how the morale in the nursery has improved. A training programme for all staff is in place and monitored for its effectiveness. As a result, staff's knowledge and skills have continually increased to promote the care, education and development of all children. Staff underperformance is dealt with by the management team who implement further training to improve practices.

Team leaders and staff working in each room regularly meet up to reflect, share ideas and evaluate their practice. The manager has recently completed the Ofsted self-evaluation form with support from mentor manager within the nursery chain. However, she did not seek the views of staff, parents and children to help her identify further areas for improvement to ensure the continuous development of the nursery. Despite this, good, supportive partnerships are in place with parents. Information relating to the nursery, children's learning and local community is readily available for parents to see in the reception area. The parent's forum enables parents to share their views with each other and the management team. Parents views obtained on the day were very positive. These include how well staff support children with their particular individual needs, the daily information they receive and how supportive their child's key person is. Parents also comment on how happy their children are in the nursery and how the nursery has settled down after recent staff changes.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises.

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description   |
|---------|--------------|---|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.  |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.  |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.  |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.   |



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | 148601                        |
| <b>Local authority</b>             | Wokingham                     |
| <b>Inspection number</b>           | 918828                        |
| <b>Type of provision</b>           | Full-time provision           |
| <b>Registration category</b>       | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 0 - 8                         |
| <b>Total number of places</b>      | 83                            |
| <b>Number of children on roll</b>  | 115                           |
| <b>Name of provider</b>            | Childbase Partnership Limited |
| <b>Date of previous inspection</b> | 15/09/2008                    |
| <b>Telephone number</b>            | 0118 9340118                  |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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