

Cedars Day Nursery

Mentmore Road, Leighton Buzzard, Bedfordshire, LU7 2PA

Inspection date	21/05/2013
Previous inspection date	18/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy a wide range of creative activities that stem from their individual interests. This means that they remain excited and engaged in their learning.
- All children, including those with special educational needs and/or disabilities make good progress because staff know how to support them to reach their full potential.
- Staff warn children before they perform care tasks, such as wiping noses and changing their nappy. This helps prepare children and as a result, they are content.
- Children behave well as they are encouraged to explore risk and challenge within safe boundaries. Staff promote an environment where sharing and consideration for others is of utmost importance.
- The very well-qualified leadership team at the nursery have high ambition to improve the quality of care for children.

It is not yet outstanding because

- Young children, who are sleeping are occasionally disturbed as children and adults walk through the sleep room to access the garden.
- At times, young children's play does not always flow. This because staff spend time tidying away after activities and during changes in routine.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each room where children are cared for and the outside areas where they play.
- The inspector had discussions with parents, staff and children throughout the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and self-evaluation.

Inspector

Hayley Marshall

Full Report

Information about the setting

Cedars Day Nursery was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises and enclosed garden in the Linslade area of Leighton Buzzard, Bedfordshire. It is one of 46 day nurseries operated by Child Base Limited. The nursery serves the local area and is accessible to all children. It operates from 7.30am until 6.30pm, all year round.

The nursery employs 43 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 3 and three have a relevant qualification at level 2. The manager has a relevant degree and holds Early Years Professional Status. The nursery employs an administrator and two cooks.

Children attend for a variety of sessions. There are currently 140 children on roll. The nursery provides funded early education for three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- organise the sleeping arrangements for very young children to ensure that they are undisturbed by adults and children going to and from the garden

- provide opportunities for children to join in with changes in their routine by undertaking appropriate tasks, such as sweeping up after lunch.

Inspection judgements

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

Children experience a wide range of creative activities that excite and interest them. This is because staff observe children to find out about their interests. Older children talk about things that spark their curiosity, such as space. Staff plan activities around these themes. For example, pre-school children splatter paint onto large paper in the garden as they create the night's sky. Children develop this activity by noticing the paint marks left on the floor. They take brushes and water and scrub the paint, naming the colours and watching the water run into the drain. This active learning effectively supports children's readiness

for school. Children are proud of their achievements and look towards staff for their praise. Young children seek staff out to join them in their play and look to them for reassurance when they experience something new. Older children display high levels of self-esteem as they confidently talk about their achievements with adults.

Staff undertake thorough assessments of children's learning and development. This helps them to identify when children need extra support. Staff plan activities and learning experiences that are individual to children's needs and teaching techniques are good. This offers children challenge and ensures that all of them make good progress given their starting points. Staff seek out resources and activities that suit children's differing needs. When staff recognise that children exceed expectations in a particular area of learning, they foster this very well. Children, who speak English as an additional language hear and see their home language valued. Staff learn key words and posters are in dual languages and support children's developing English through working in partnership with parents. Staff communicate effectively with children through conversation and modelling of language. They allow children plenty of opportunity to share their ideas and listen intently to what they say. This helps children to understand that what they say is important. Children's confidence in talking increases as a result. Parents express that children make rapid progress in their language development when they start at the nursery. Parents share their observations of what children can do at home. Staff value these and use them to build an accurate picture of what children can do. Parents' days and regular exchanging of verbal information helps them to support children's learning at home. Consequently, children experience continuity in their learning.

Children's play tends to flow naturally as they move between the indoors and outside. Staff follow their ideas and provide further opportunity to explore these. However, during some times of the day when routines change and after messy activities, staff spend time tidying away. There is scope to include children in these tasks to continue their interest and ensure their learning is not disjointed.

Staff plan activities that develop the small muscles in children's hands. Very young babies run their fingers through wet sand, enjoying the sensation of this against their skin and watching the marks they make. As they grow in age, children use a range of tools in their creative play. For example, children cut pieces of tissue paper before using glue spreaders to attach these while modelling with recyclable materials. As children prepare for their future learning and move into school, they practise letter formation as they write their names on their work. All children have free access to the very well-resourced garden areas. Here, they develop their larger muscles as they climb, pedal bikes and move equipment around the garden. Young children climb inside large cardboard boxes, squealing with delight as they pop up and pretend to frighten staff. As a result, children have good coordination, balance and move with control and confidence.

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

Children form close attachments to staff. Parents know who their children's key person is and share information with them each morning. This helps staff to make sure that children

eat when they are hungry and rest when they are tired. Staff share photographs with new parents when they arrive to collect children after settling-in sessions. This helps parents to feel confident in the care that staff provide and reassures them that children settle quickly and enjoy their time at the nursery.

Staff talk to children and warn them before they carry out care practices, such as wiping their noses, faces and changing their nappy. As a result, children are happy to allow staff to meet their needs. Children are content and feel secure because staff show them genuine care and affection. Staff soothe children as they fall asleep. However, the organisation of the room where the youngest children sleep means that adults and children walk through on their way to the garden. This means that cold air comes into the room and children are on occasion, disturbed as they fall asleep.

Children learn about healthy lifestyles because they eat nutritious meals and enjoy regular exercise. Staff encourage children to wash their hands and take measures to reduce the spread of infection. For example, staff take their shoes off in the room where babies crawl on the floor and wipe tables over before children eat.

Children behave well because staff encourage them to make choices and foster their independence. They choose the resources they want to play with and express what they would like to do. Staff trust children to take small risks. For example, in the garden, they pedal up slopes on their bikes, racing down with joy. Very young children climb stairs and staff encourage them to sit down to slide. This helps children to assess safety for themselves within safe boundaries and high levels of support. Children share resources as staff encourage them to take turns. Staff are considerate towards each other and children. This supportive atmosphere creates a culture where children feel safe and realise the importance of being kind to each other.

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

Safeguarding is a priority for the nursery. Staff implement effective policies and procedures, which they know and understand well. Regular assessments and correct staff to child ratios help to maintain a safe environment, with attendance registers kept up to date. Staff secure their mobile telephones safely and use them only during their breaks. This helps to reduce any potential risk to children's well-being. Staff undertake a thorough induction. Relevant checks and references help to make sure that those, who work with children are suitable to do so. Staff undertake regular training to update their knowledge and skills. This means that they are aware of the outside agencies to whom they can report any concerns they may have about children's welfare.

The nursery contacted Ofsted the regulatory body to report that there had been an incident where medication had been administered to a child twice by mistake. The manager reported that this was because of a change over in staff where information had not been communicated effectively. As a result, Ofsted carried out an announced visit and

needed to issue the nursery with two notices to improve which asked the provider to promote the good health of children. This was to be carried out by ensuring there are effective procedures in place if children are unwell whilst in the setting. Also, to ensure that staff act appropriately and expediently if concerns are raised as to a child's state of health whilst in the setting. Since the incident, the nursery has put into place a number of strategies to prevent the likelihood of such an incident occurring again. At the inspection, the manager showed the inspector the procedures now in place. For example, staff record medication records on a whiteboard in the office next to the medicine cabinet. Senior staff administer medication and another member of staff countersigns this. During staff change over both staff sign the medication record. Further verbal communication supports the written records. Therefore, staff manage the administration of medication effectively supporting children's well-being.

The very well-qualified manager and wider leadership team demonstrate commitment to improving the quality of care for children. They use self-evaluation to reflect upon their practice. This takes into account the views of parents and children, as well as local authority advisors. The staff team have ambition to raise standards and work together very well. Swift action is taken to address weaker areas. Recommendations raised at the previous inspection have been fully addressed. This demonstrates that the nursery has a strong capacity to maintain continuous improvement in the future for the benefit of children. Management undertake appraisals of staff performance to identify training needs. This helps staff to develop professionally and ensures that they have suitable knowledge and skills to effectively support children's learning and development. Regular meetings help staff to work together and share their ideas. Staff are happy in their work and the staff team is stable. Bank staff provide cover for regular staff absence. This helps children to experience continuity, as those who care for them are familiar.

Staff work closely with parents to complete children's development records. This means that their monitoring is very effective and based upon secure knowledge. Staff detail children's stage of development to inform the progress check at age two. Therefore, assessment is accurate and helps to give future carers and teachers an accurate account of children's abilities. Staff are developing relationships with local schools, which children will attend. Teachers visit the nursery to meet children, supporting them during this time of change. The nursery shares information with others, who provide care for children, including outside agencies. Therefore, children receive the support they need at the appropriate time. Parents are keen to share their opinions of the nursery. They praise staff and the good care they provide for children. Parents explain that staff are open and friendly and families feel welcome as a result.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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

Unique reference number	EY235059
Local authority	Central Bedfordshire
Inspection number	918827
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	140
Name of provider	Childbase Partnership Limited
Date of previous inspection	18/02/2010
Telephone number	01525 850200

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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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