

Cedar Park Nursery

CEDAR PARK NURSERY GROUP LTD, 50-54 HADLEY ROAD, ENFIELD, MIDDLESEX, EN2 8JY

Inspection date	05/08/2013
Previous inspection date	08/06/2011

The quality and standards of the early years provision	This inspection:	
	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		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

- Staff know the children very well and consequently plan effectively for their individual learning needs. Consequently, children make good progress in their development.
- Children are confident, secure and happy in the nursery.
- Staff are kind and considerate, and have good relationships with the children.
- There is an effective and supportive partnership with parents.
- Children are very well prepared for the next steps both within the setting and as they move to 'big school'

It is not yet outstanding because

- Staff do not utilise the outdoor area to its full potential and to cover all the areas of learning.

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.

Inspection activities

- The inspector observed the children at play both inside and in the outdoor area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the manager about the running of the setting
- The Inspector discussed roles and responsibilities with staff this included their roles with regard to safeguarding children.

Inspector

Julie Biddle

Full Report

Information about the setting

Cedar Park Wolverton is one of two nurseries run by Cedar Park Nursery Group Limited and it opened in 1999. It operates from a large mansion house in the London Borough of Enfield. Children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 100 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting provides funded early education for three- and four-year olds. There are 30 members of staff, including the secretary and lunchtime cover. Of these, 19 hold early year's qualifications to at least level 2. The manager holds an early years degree.

What the setting needs to do to improve further

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

- develop the use of the garden to cover all the areas of learning and to enable children to play learn and explore.

Inspection judgements

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

Children's learning and development is promoted by staff who are enthusiastic in their role. They plan a range of play and learning experiences that excite and challenge the children. Plans are implemented successfully by staff who have a secure knowledge of how to promote the learning of young children and babies. There is a strong focus on children's interests as staff use this information in their planning. Discussions with parents about their child's interests, activities at home and observations made by staff also inform planning. Children benefit from staff's good planning in their approach to the way they present activities. Staff use good teaching techniques to engage children during play and encourage learning across all areas. For example, staff encourage children to think about how many more pieces they need to complete the train track. This good quality interaction and good role modelling encourages children to use and understand language. Children are eager to join in with conversations with their friends and the staff in the nursery. Staff use these opportunities to encourage and motivate the children to think and talk for themselves. For example, they talk about the special place mats they use to describe their dietary needs. Babies thoroughly enjoy play as they potter around their room choosing toys. Resources in the baby room encourage them to take their first steps and to expand this skill by climbing. The babies have great fun on a walk in the grounds of the nursery as

they sit with their friends in the buggy. Interactive toys and those with buttons and flaps interest babies as they begin to learn about cause and effect.

Children have use of a large garden area with areas for bikes, football nets and play houses. The large play area offers space for children to develop their large muscle movements as they enjoy using a wide range of different play equipment. They ride bikes, and push buggies with their dolls. Staff encourage children to take safe risks as they climb the steps of the climbing frame and carefully balance as they cross the bridge. Children really enjoy playing in the garden; however, the area is not fully used to cover all the areas of learning.

Staff make good use of displays, creating a visual environment that is appealing and beneficial to children learning. For example, they use a wealth of labels on all surfaces encourage children to think about words and how they carry information. For example, children are encouraged to think about the process of completing a jigsaw puzzle when they choose to do this. The displays of children at help mean parents feel included in their children's learning.

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

Children develop strong attachments with the staff who help them to develop their skills of independence. Children are very happy, secure and confident and they are making good progress in their learning and development. Babies and young children enjoy lots of cuddles and affection from the staff, further supporting the bonds between them. Staff are well deployed and give clear boundaries to children about what is acceptable behaviour, gently reminding them when they become over excited or too boisterous. Older children make confident choices about what they want to do and enthusiastically express their opinions. Children and babies are given lots of praise and encouragement to develop their confidence, as they try out new experiences and activities. Babies are delighted as they explore and feel different textures. This increases their self-esteem and their feelings of security. At lunchtime, the children chat constantly to their friends and staff, displaying good social behaviour. Older children are encouraged to serve themselves and to use appropriate cutlery. Staff talk to the children about how to place their cutlery to show they have finished their meal. Children know their friends have special dietary needs and talk about what foods they cannot eat.

All staff are warm and friendly with the children. Staff help children to learn to be independent through the daily routine. For example, children enjoy helping set up for lunch as they help put out the mats and set the table. This priority on supporting children's independence skills also prepares the children for the next stage of their learning. Children are very well prepared for the next steps both in the setting and as they move to 'big school.' A planned activity that includes opportunities to think about what they will need to take to school and what colour their uniform will be, means children are very well prepared. Furthermore, as children move through the setting, they spend 'play sessions' in their new rooms. Meaning they feel prepared and secure when they move.

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

The manager demonstrates clear drive and very good organisational skills, resulting in the efficient running of the setting. The manager and staff show a secure understanding of the Early Years Foundation Stage and know how to implement the framework successfully. The provider meets the requirements to inform Ofsted of any changes. Staff are members of a strong team. They are valued and respected by the manager who encourages and praises staff who go the extra mile. Effective and well-established performance management means staff are supported well in improving their skills, knowledge and practice. There are good systems in place to monitor the educational programmes and development children make. Self-evaluation is ongoing and the whole staff team contributes to this. In addition, the manager uses parents' feedback questionnaires to inform action plans. This results in strong links between priorities and plans for improvement.

Risk assessments are completed and reviewed to help ensure children's health and safety in any eventuality. Staff are deployed effectively to meet children's needs and required ratios are maintained at all times. Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. All staff receive training in child protection and through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Recruitment and induction procedures are robust. As a result, suitably qualified and experienced staff care for children.

Partnership with parents is well established. There is much information available for parents in the form of notice boards, displays, newsletters and formal meetings. Parents speak highly of the nursery and the time their children spend there. There is a regular two-way flow of information through discussions at drop off and pick up times. This provides valuable information for staff to be able to meet the changing needs of the parents and children. The setting works well in partnership with others, such as the local authority who provide guidance and specialised staff who support children in the setting. A strong focus is placed upon enabling children to follow their own interests and to make their own choice of activities. Discussions with parents provide information about what their children enjoy doing and are interested in and these interests are taken into account when planning takes place.

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	135420
Local authority	Enfield
Inspection number	930967
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	120
Number of children on roll	100
Name of provider	Cedar Park Schools Limited
Date of previous inspection	08/06/2011
Telephone number	020 8367 3800

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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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