

Cedar House Day Nursery

South London & Maudsley NHS Trust, Maudsley Hospital, Denmark Hill, De-Crespigny Park, London, SE5 8AZ

Inspection date	22/07/2013
Previous inspection date	07/01/2010

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

- Children are very caring, being considerate towards others.
- Children are supported to be extremely independent and develop very good self help skills.
- The environment is calm and happy. Children appreciate the security of a well established routine and have formed excellent relationships with their peers and adults.
- Staff know their children very well, helping to support them emotionally.

It is not yet outstanding because

- Arrangements while children sleep in the Chestnut room (two to three years) are not well-considered. Children who do not require a sleep are expected to play quietly, in gloomy light and with a smaller choice of resources.
- Although children's development folders are easily accessible not all parents are reading them regularly and some feel that they are not involved as much as they would like in their children's 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 activities in all rooms and the outside areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the deputy manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full Report

Information about the setting

Cedar House Day Nursery is one of two nurseries run by the South London and Maudsley NHS Trust. It opened in 2005 and operates from a ground level, purposely converted, self-contained unit within the Maudsley Hospital, located in the London borough of Southwark. All children share access to enclosed outdoor play areas. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 69 children may attend the nursery at any one time. There are currently 69 children in the early years age range on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 19 members of staff who work with the children, all of whom hold appropriate qualification to at least National Vocational level 3 and 4 of whom have an Early Years Degree. The nursery provides funded early education for three and four-year-olds

What the setting needs to do to improve further

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

- review how children can participate fully in varied activities when other children are sleeping in their room.

- encourage all parents and carers to be more involved in their children's learning.

Inspection judgements

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

Children play in a bright and welcoming environment where they make choices about what they play with from a range of resources and activities that promote all areas of learning. Artwork is displayed prominently throughout the whole nursery, showing children that what they have created is valued. All children are secure as routines are well established and children know what is happening next in the day. They are polite saying please and thank you, receiving praise for achievements. Children are happy, giggling as they play and enjoy positive relationships with each other and adults. They share toys and resources and are keen for others to participate in their games.

Children of all ages benefit from playing in an environment that is rich in conversation.

Adults continuously talk through activities, giving clear explanations and instructions. Consequently children's understanding is very good. For example, babies follow instructions to put beakers on the side. This also promotes their self-help skills and independence. Children's language acquisition is also very good as a result of positive input from adults who introduce new words, giving meaning to what they say. When children use other languages alongside English staff learn words that help them to support children and when they are new settle with ease. Books are easily accessible and children enjoy sharing their favourite stories with adults, joining in with them. Older children focus on letters each week and are developing good sound recognition. There are ample opportunities for children to develop their pre-writing and writing skills and children learn how words match pictures. For example, older children are encouraged to label pictures, being praised for their efforts.

Children's attempts to cut out picture are praised by adults who support children to develop good scissor control. Activities that develop children's body awareness and control are always accessible, resulting in children doing very well in their physical development. For example, toddlers successfully slot circles onto a pole and older children stretch elastic bands over sticks to make pictures. Children enjoy outside play daily where there are many opportunities for them to climb on apparatus, ride on toys and go down slides. A soft play room offers further opportunities for children to develop their physical skills.

Children see numbers and shapes displayed around the setting, many of which are interactive, encouraging children to explore the properties of shapes. Doing number puzzles builds on children's interest as they count and match numbers, being very pleased when they do so successfully. Staff are very good at introducing numbers into activities. For example, children are encouraged to count out shapes that they have cut out after successfully identifying them. Younger children count the different colours in a rainbow. Children show interest in computers. They demonstrate that they know how to use one, detailing what they enjoy doing on the nursery computers. Children say that one of their favourite activities is role play and there are opportunities for children to enjoy it both in and outdoors. Children take on roles and model what they see adults doing. Real resources are introduced into role play to build on children's knowledge of the world. For example, children move dinosaurs around pieces of bark. Children love music and dance along to what they hear, making actions. Musical instruments are easily accessible, building on their enjoyment of music. Artwork is individual and children describe their creations, showing great pride. Resources to create are easily accessible allowing children to use their imaginations to great effect.

Each child has a developmental folder where staff place written and photographic observations of children. Staff use the observations that they make to help them plan for children's individual learning. Due to all staff knowing the children that they care for very well and sharing of planning, all children are receiving good support to make good progress towards the early learning goals. Children's development folders are easily accessible to parents and carers. However, staff do not actively encourage them to look at them and contribute to the summative assessments. Parents and carers have daily chats with their children's key person and share achievements which staff add to the developmental folders. Some parents report that they would like to be more involved in their children's learning.

Children benefit from participating in a range of adult and child led activities. They are enthusiastic learners who concentrate well at whatever they do. Adults model how to use resources which helps children to undertake tasks but overall children are independent learners who are developing strong skills to help them as they move through the nursery and into formal education. Great emphasis is given to promoting children's personal, social and emotional skills resulting in children excelling in this area of learning. Overall, children are making good progress in their learning and development.

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

Children have formed strong attachments with their key person, other staff and each other. They are pleased to see each other and enjoy conversations about things that are of importance to them. As staff know the children that they are caring for very well they are able to engage in meaningful conversations with them, showing great interest in what they are saying. They are also able to meet their care needs well and understand why children may behave differently, and therefore support them as changes happen in their lives. Relationships are very strong and children are very kind and caring towards others, showing good consideration of how others may be feeling. For example, when a toddler accidentally knocks another child over she checks to see that the child is alright, being very affectionate as she does so. Children see caring adults who give them praise and encouragement, as they learn behavioural expectations.

Children feel safe and secure at the nursery. Strong relationship with adults and the established routine help them to feel like this. They benefit from playing in a calm and happy environment. Children play outside daily and staff ensure that they are protected from the sun, giving children clear explanations as to why they must wear hats, for example. Drinks are always readily available and procedures such as toddlers always having the same coloured cup help them to serve themselves when they are thirsty. Consequently children are taking charge of their own well-being and are beginning to understand the importance of a healthy lifestyle. Lunchtime is a social occasion and meals are nutritious. Children are encouraged to try new foods which they do willingly and give their opinions on what they are eating. They enjoy second portions of casserole, for example, but say that they only have one portion of dessert, knowing that vegetables are good for you. Children are competent at managing their personal needs. Nappies are changed after children have been informed what is about to happen and nappy changing is a positive experience as staff interact well with children. When children are settling for sleep in the room for children aged two to three years the few children that do not require a sleep play in the darkened room, quietly, with minimal resources. This does not show sufficient consideration for their needs at this time, so as to enable their continued enjoyment of play experiences.

The nursery is well resourced and toys are easily accessible, enabling children to make choices about what they play with. Resources are used effectively to promote children's all-round learning. Children are encouraged to take sensible risks. For example, they learn the risks associated with climbing on top of the caterpillar in the playground. The safety

surface around it and the high levels of supervision staff provide minimise the risk of injury when children use such equipment. Staff skilfully offer support without hindering children's developing skills.

Children are well prepared for the next steps in their learning. When they move from one room to another key persons share information that ensures their individual needs continue to be met and learning is continuous. Key persons visit new rooms with children and only leave them when they are sure that they are ready to do so. Children are prepared for the changes at lunchtime, removing bibs and starting to use plates and knives, for example. Consequently children settle well into their new rooms. Reports are shared with schools before children start. New teachers are invited to visit, helping to reassure children who may have concerns about the move to school and to ensure that learning is continuous.

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

Children play in a safe and secure environment. Annual and weekly risk assessments help staff to ensure the environment is safe and immediate action is taken to minimise potential risks. A secure entry system and sound procedures ensure that only the correct people enter the nursery. A record of visitors is kept and identification is examined routinely. All staff participate in training to help safeguard children's welfare. This includes safeguarding, fire safety, infection control and first aid training. This ensures that their knowledge and understanding is up to date. Consequently, staff are knowledgeable as to possible safeguarding signs and symptoms and the procedures to follow should they have any concerns. Children's accidents are recorded in writing and shared with parents and carers. Accidents are reviewed and the nursery learns from them, taking action when appropriate, to make changes to their provision to ensure that children continue to be safeguarded. The nursery works closely with the hospital to ensure that the environment around the nursery is safe and that any hospital activity does not compromise children's well-being. Policies and procedures are informative and regularly reviewed to ensure that they are up to date. Any changes are shared with staff and parents to ensure that everyone is informed.

The setting is keen to continuously evolve to improve outcomes for children. Questionnaires are sent to parents and carers. The results are shared with them, and action is taken when any concerns are raised. The nursery works closely with advisors who observe practice and support the nursery to evolve. Recommendations raised at the previous inspection have been acted on. For example, children have greater opportunities to gain awareness of technology now. Room staff meet together and put plans in place that will improve outcomes for individual children and the group as a whole. For example, more resources have been purchased to further build on children's learning and staff are now thinking about storage. The nursery closes for a week in May during which time staff participate in training that builds on their knowledge and skills. All staff are qualified and encouraged to continue their professional development to enhance their practice. The induction process is robust and new staff build relationships with children before

undertaking personal tasks such as nappy changing. Appraisals are regular and help staff to continuously improve their practice.

The management team enjoy spending time interacting with children, covering lunch breaks, for example. They also spend time observing practice and the activities that children participate in. In this way they monitor the provision. In conjunction with all staff the way in which planning and assessment is used to support children has recently been adapted to ensure that it promotes positive outcomes for all. Management regularly review children's development folders and the learning taking place. They check that children are participating in a broad and balanced curriculum. Overall, the monitoring of the curriculum is ensuring that children's learning is continuous and that they are supported to make good developmental progress.

The nursery has strong relationships with other professionals supporting children's individual needs. Other professionals visit children at the nursery and staff work very closely with them to ensure that they follow agreed strategies that support children emotionally and intellectually. Consequently, children's individual needs are well met and they are developing very well. The nursery has sound procedures in place to work with other early years settings when children attend more than one provision. The nursery has a very close relationship with the NHS trust where they are based and work together to ensure that the environment is suitable for children. Parents and carers are welcomed warmly to the nursery and share information that enables the setting to offer individual care. They are invited to stay and play and participate in activities if they wish. However, ways to involve parents in their children's learning when they cannot attend such events are not fully explored. There is a wealth of information available to support parents and an area where they can relax and meet with each other if they wish. Parents and carers say that they are very happy with the care that their children receive and that they are making good progress in a setting where they are very happy.

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	EY299642
Local authority	Southwark
Inspection number	917766
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	69
Number of children on roll	69
Name of provider	South London & Maudsley NHS Trust
Date of previous inspection	07/01/2010
Telephone number	0203 228 2580

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Type of provision

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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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Store St
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