

# Cedar House Day Nursery

Ransom Wood Business Park, Southwell Road West, Mansfield, Nottinghamshire, NG21 0HJ

## Inspection date

Previous inspection date

10/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have an excellent understanding of the educational programmes and how young children learn. This means they provide a rich, stimulating and extensive range of resources and activities to support and challenge all children's learning.
- Through accurate and precise observation, assessment and excellent communication with parents, staff work well with parents to meet individual children's learning and care needs.
- Staff form secure emotional attachments with children. Through high levels of engagement with staff and effective key person systems, children are extremely settled in the setting.
- The designated outdoor learning environment provides an exceptionally inspiring natural learning environment where children are highly motivated and fully engaged in their play and learning.
- Leadership is excellent and through successful and robust monitoring and evaluation processes, staff maintain high levels of achievement across all areas. High quality performance management means that a well-qualified workforce is working with the children.
- Staff have an excellent understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements, including child protection issues.

## 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 inspector observed activities in the playrooms and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the owners, manager and staff at appropriate times throughout the inspection.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Lianne McElvaney

## Full report

### Information about the setting

Cedar House Day Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted offices on the Ransom Wood Business Park in Mansfield, Nottinghamshire, and is one of two settings owned by the provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, one holds a qualification at level 5, eight hold level 3 and one has level 2. Both owners have Early Years Professional Status. The nursery opens Monday to Friday for 50 weeks of the year, between 7.30am and 6pm. Children attend for a variety of sessions. There are currently 69 children on roll who are within the early years age group. The nursery provides funded early education for two-, 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:

- increase opportunities for children to make books containing photographs of themselves and each other so that they can recall events, tell stories in their own way and be reminded of their own achievements to further raise their self-esteem.

## Inspection judgements

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

Children are provided with an extensive range of activities and experiences which give excellent support to their development across all the areas of learning. Staff demonstrate a detailed knowledge and understanding of the Early Years Foundation Stage and take great care to ensure that children's individual needs and interests are known and catered for. Staff continuously seek children's opinions, thoughts and ideas and use these when planning activities in order to keep children's interests at the forefront of their activities. The nursery is arranged across three separate rooms, which are planned around children's ages and stages of development. All rooms ensure that children have free access to an extensive range of quality resources and interesting, enjoyable activities.

Children enjoy their time in the role play areas, which are regularly changed to follow children's interests and extend their learning. For example, a gingerbread man's house, a supermarket or a bakery. Children enjoy role playing a story about a gingerbread man and have made gingerbread men out of salt dough to supplement the role play area. They learn about key language, characterisation and story structure through use of a story board within the role play area. Each of the three rooms allow children ample space to

move around and have free access to a vast array of activities. Children freely explore the painting, messy play, art and craft tables, writing area, reading area, construction and small world play. Children thoroughly enjoy story time with staff and also frequently help themselves to books during the day. They enjoy sitting on comfortable floor cushions and chairs while they look through a well-thought-out selection of books, including some reflecting diversity and challenging stereotypes. Younger children enjoy lots of cuddles during circle time, along with action and number rhymes and stories. Babies enjoy loving attention from highly skilled staff. They happily engage in singing rhymes and wash the doll's nose, ears and hair in response to instructions from staff. Babies crawl to play with specific equipment, showing a good motivation to learn and develop physical skills. Older children are sensitively introduced to early reading and writing as they develop their phonics skills through fun activities, such as 'sound bags'. As children begin to listen to and recognise the individual letter sounds in words, this supports them to identify simple words when they read and enables them to make attempts at early writing.

All children are encouraged to learn about colour, shape and number in their everyday play through a well-resourced mathematical area which challenges problem solving. Younger children become more confident with their numbers as staff expertly encourage them to count the objects they have used in singing rhymes. Young children then identify the correct number of fingers to match the objects and are becomingly increasingly more able at counting using numbers to 10. Children who attend the nursery have regular access to a superbly resourced and imaginatively planned outdoor area. They are provided with time and space to explore the natural world, such as digging in the soil and collecting and sorting acorns and cones into buckets. Babies enjoy walks to the adjoining wooded area and younger children develop physical skills pushing wheelbarrows while pretending to do the gardening. Children develop their large physical skills as they run, climb, balance and ride along on wheeled toys. Wellingtons and sensible clothing mean that older children can still enjoy the outdoor area in poorer weather. A large canopied area enables construction with large blocks and cardboard boxes to be enjoyed in all weather conditions. Children actively contribute to choosing and preparing their own afternoon snack, such as being encouraged to peel their own oranges.

All children have a learning journey which records their progress and development during their time at the nursery. Staff complete regular written observations with photographs which detail the activities children take part in and the learning that has been observed. Next steps are identified for children's learning and these are used when planning activities. Staff differentiate the activities offered to suit the various levels of development of the children present. During small group and one-to-one activities, staff provide further guidance and support for children to help them progress towards the early learning goals. All children make fast improvement in their learning from their starting points, with any gaps closing rapidly. Using photograph books to record children's enjoyment and achievements would further support children's self-confidence and self-esteem as they would be able to read their own stories of their time at the nursery. This would also develop their sense of belonging and being part of a community. Children with special educational needs and/or disabilities are provided with specific resources and equipment. Staff liaise highly effectively with parents and other professionals outside of the nursery, such as educational psychologists, local authority special educational needs coordinator support and the local schools, to ensure that children receive targeted support. Highly

successful strategies engage all parents in their children's learning in the nursery and at home. The strong skills of all key persons ensure children are well prepared for the next stages in their learning. Staff skilfully support children's transitions within the nursery, from other settings and to schools.

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

Children's individual needs are exceptionally well met. Children settle quickly at the nursery as there are extremely well-managed settling-in sessions. Children's individual details are well known by all staff. Parents complete an 'all about me' booklet before children start to attend, which gives a thorough insight into children's individual needs and preferences. This information is effectively used by staff, and in particular the child's key person, to support children when settling in at the nursery. Medical and dietary needs are known and catered for, in addition to children's individual routines. For example, children are offered different food if they decide they do not like the menu, and sleep times are adjusted if a child is not feeling well.

The key person system is very effective as the manager takes time to assign a key person until she can see who the child is bonding with. They record essential information about the children, which ensures there is a comprehensive and thorough understanding of each child's needs and abilities right from the start. Babies and toddlers are extremely happy and secure as caring staff follow individual home routines. For example, babies are given a choice of the type of bed they sleep in. Therefore, they settle well to sleep and are excited and able to confidently explore the interesting playroom and toys on waking. Older children are extremely confident and like to show off their stimulating, well-resourced playrooms to visitors. They excitedly talk about their role play area and thrive in the familiar nurturing daily routines. Children behave very well. Staff are very enthusiastic and friendly and intervene appropriately. They provide clear, kindly explanations when behaviour is not acceptable so children learn to care and respect their friends and environment.

Children are very happy and move extremely confidently around all areas of the nursery. All children, even young babies, have daily access to the outdoor environment. This enables children to get fresh air, run around and use play equipment outside to develop their healthy bodies and lifestyles. Older children move resources outside for themselves as they play in a very enabling environment. They learn to take risks in a safe environment. Staff make sure all children's needs are ably met. They plan very well for children with special educational needs and/or disabilities to encourage them to negotiate with other children and manage their own behaviour. Children thoroughly enjoy appetising meals that are freshly cooked in the nursery kitchen. They eat plenty and menus are healthy, varied and well balanced. Older children are independent and take responsibility for their personal care needs as the nursery is very well organised. They readily help tidy up, prepare their own snack, independently access the toilets and get their coats for outside play. This helps prepare children well for school. There are very effective systems in place when children move rooms within the nursery and on to school.

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

## provision

The management team and staff work exceptionally well together and are highly committed to providing outstanding practice. The nursery manager receives excellent support from the owners. The management team work together to provide high quality care and learning for the children and professional development for the staff. High quality professional supervision is provided, based on consistent and sharply focused evaluations of the impact of staff's practice. This ensures that all staff working with children have an excellent knowledge and understanding of the Early Years Foundation Stage and how children learn. Staff are very keen to update their skills and are very enthusiastic as they feel valued and supported. Staff complete child protection and first aid training so they follow current good practice. Staff are highly motivated and create a safe, attractive and stimulating learning environment where children make excellent progress. Extensive written risk assessments are in place for all parts of the nursery, and staff are vigilant when caring for children. Detailed written policies and procedures are in place and all staff demonstrate a thorough understanding of these, along with their responsibility to ensure they meet the safeguarding and welfare requirements. Staff are confidently able to identify signs of abuse and how they would report these, ensuring that children are protected from harm.

The owners have devised a data collection system to track individual children's progress and cohorts of children to ensure gaps in their learning are narrowed and all children's progress is rapid. This also enables the team to identify any children who require additional support and ensure full coverage of all seven areas of the curriculum. The robust recruitment procedures help ensure all staff are very suitable to work with children. The induction, supervision and appraisal systems provide excellent support and staff work well as teams to ensure they maintain high standards in all rooms. The premises are extremely secure with coded access to the nursery. Visitors show identification and a record is kept. There are robust systems for risk assessing the nursery, and staff take positive steps to minimise hazards. This helps ensure children play in very safe, stimulating, child-friendly areas, both inside and out. The management team have an excellent understanding of their responsibilities to meet the learning and development requirements. The manager closely monitors planning and development records to ensure children make good progress. Staff plan exceptionally well for children's progress using their knowledge of child development and the national guidance.

Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the nursery, parents, external agencies and other providers. Parents are welcomed into the nursery on a daily basis and invited to more formal parents' evenings several times throughout the year. Staff offer an extremely flexible service to ensure parents and carers have opportunities to discuss their child's development and are kept informed of their progress. They quickly identify concerns in children's development and seek support from other early years agencies. This means that children's needs are exceptionally well met. Partnerships with parents are very positive. They are extremely complimentary about the support, care and learning their children receive. Parents feel staff are very friendly and caring. There are excellent systems in place for monitoring and evaluating the nursery. The management team have robust systems in place for quality

assuring the nursery and utilise local authority quality assurance tools. They use this in conjunction with the Ofsted self-evaluation form to develop very effective development priority plans. The management team are highly qualified and have high aspirations for continually improving the nursery.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY466733
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	933025
<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>	39
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Smarties Private Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07598138929

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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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