

The Cedars Neighbourhood Nursery

Northbrook Close, Beacon Heath, Exeter, EX4 8LD

Inspection date	05/03/2014
Previous inspection date	16/11/2010

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		1
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

- The key person system is effective and consequently staff know the children well, which helps them to feel happy, settled and ready to learn.
- Partnerships with parents are strong. They are involved in their children's learning and nursery life, which helps staff understand and meet children's needs.
- Staff offer a wide range of nursery resources that provide variety to help children make choices in their play, so they enjoy what they do and concentrate well.
- Children are confident and independent and are prepared well for future moves to school because of the teaching they receive from staff.

It is not yet outstanding because

- Staff communicate with other early years settings that children attend but miss opportunities to extend these relationships.
- Staff miss opportunities to enhance children's imaginative play in the programme provided for the expressive arts and design.

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 in all areas of the provision both indoors and outdoors.
- The inspector held a meeting with the deputy managers to discuss the nursery provision.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation including some policies and procedures, and children's development records.
- The inspector took account of the nursery's self-evaluation and talked to some parents during the inspection.

Inspector

Sarah Madge

Full report

Information about the setting

The Cedars Neighbourhood Nursery is part of Beacon Heath Children's Centres. It is a community project managed by Action for Children. It operates from a converted detached house in the Beacon Heath area of Exeter, Devon. Babies have their own play room, sleep room and adjoining outdoor area on the ground floor. Older children share an open-plan environment indoors and a room on the first floor. The outside area is enclosed.

The nursery registered in 2004 on the Early Years Register. There are currently 103 children on roll. It is open 52 weeks of the year from 7.45am to 5.45pm on weekdays. The nursery supports children who have special educational needs and/or disabilities and those learning English as an additional language.

There are 19 members of staff with the manager holding a relevant degree. Four staff hold early years professional status. The majority of remaining staff have a suitable qualification at level 2 or above.

What the setting needs to do to improve further

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

- develop relationships with other early years settings, so there is a more consistent two-way flow of information regarding children's care, learning and development
- enhance the programme for the expressive arts and design through being alert to building on opportunities to engage children further in imaginative play, for example, using scenarios that reflect children's personal interests.

Inspection judgements

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

Children make good progress in their learning because staff effectively link what children need to learn next with planning. Staff provide a variety of resources and equipment that children find interesting for them to select in their play. These items encourage children to explore new things. For example, staff fill 'feel bags' with different items, such as pine cones and shells to present children with the opportunity to explore natural items. This means children's learning builds on what has gone before, so they make progress. However, staff sometimes miss opportunities to fully involve children in imaginative play. For example, a young child's interest in the home area is overlooked and so the child's activity is not sustained or extended. Parents state that children are becoming skilled communicators due to the staff team's good focus on language-based activities. Children

play outside in the large garden everyday dressed in weather-appropriate clothing, which supports their physical development. This arrangement helps those children who prefer to learn actively outside.

Children are well supported by an effective 'key person' system, whereby individual staff take special responsibility for a group of children. Information is shared between staff when children progress from the baby room to the pre-school room, to ensure a smooth move between the rooms. Staff work closely with parents during home visits and settling in sessions to ascertain children's starting points, which staff then use to create individual learning plans. However, staff are not so proactive in obtaining children's development records when children move between other early years childcare settings in order to provide a continuous transition between settings.

Staff have strong partnerships with parents. Parents are shown development records daily and receive a report once a term to summarise their children's progress; these processes help involve them in their children's learning. Staff invite parents to play sessions in the nursery and consult them on changes to be made, to help maintain good partnership working. For example, parents gave feedback at a meeting to help redesign the garden area. Children now have a planting area where they grow fruit and vegetables. They pick these and eat them at lunchtimes as part of meals. This helps them learn where food comes from. Staff share information with parents about how children learn and suggest how they can carry out simple activities at home to increase learning. This communication helps staff and parents take a united approach to helping children's learning and development.

Staff provide children with special educational needs and/or disabilities with sufficient support so that they can participate fully in activities. Staff use a 'visual timetable' so children of all abilities, including those learning English as an additional language, understand the routines. This helps all children feel secure because they understand what to expect during the nursery sessions. Staff have recently undertaken sign language training to teach this system to all children, which helps to establish an inclusive environment in which everyone can communicate.

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

All staff know the children well and are able to identify children's interests and plan for these. This means that children feel valued, which helps to build confidence. Staff regularly praise children's efforts and achievements, which helps boost their self-esteem and creates a 'can do' attitude. For example, a group of children playing with water and guttering decide how they can all participate by delegating tasks without adult support. Children show high levels of concentration and engagement in activities. In one case, a child spent a sustained period of time thoroughly exploring a soft toy before painting a picture of it. Children demonstrate positive relationships with each other when helping their friends to walk along the balance beams by holding their hands. All these attitudes are those needed to help children succeed in school.

Staff help all children learn about healthy living. They teach children to wash their hands thoroughly, which promotes hygienic practices to prevent cross-infection. They do so in fun ways, such as through a 'washing hands' song. During lunch times, staff ensure that older children sit with the younger ones. This system helps the younger children develop self-control and the older ones enjoy modelling good behaviour, knowing staff expectations. Staff provide healthy food options during snack times and talk about the food children are eating, to encourage them to understand the importance of a wholesome diet.

Staff teach children to take responsibility for small tasks. Children pour their own drinks and serve their own food, which helps them become independent as they move on to school. Staff store play equipment at low level with written labels and pictures. This means that children can select resources for themselves when needed to decide their own play and be independent in their learning too. When playing outdoors, children know that they need to wear boots and coats to keep themselves warm and dry. Staff encourage them to play outside as often as possible, so children gain a positive attitude to being outdoors. Staff provide appropriate equipment to enable children to take suitable risks in their play. For example, children wear hard hats, and steps are supplied to encourage them to build higher constructions with large wooden blocks.

Staff help children learn about each other, different families and their wider community. Children enjoy taking home 'Tommy', a soft toy, for example. They describe their shared weekend activities together to staff and the other children using photographs they have taken. This experience allows children to share their home lives; provides opportunities to involve parents and encourages children to talk in front of others. Staff invite visitors to the nursery, such as police officers and dentists, and plan outings to the local community to develop children's understanding of the world around them.

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

Managers ensure that staff have a good understanding of their responsibilities in meeting the welfare and safeguarding, and learning and development requirements through a comprehensive induction procedure. Regular supervision and appraisals help identify any training needs. Staff keep their knowledge up to date through regular training and share information gained from professional development at team meetings.

Managers and staff know how to protect children from harm and receive regular safeguarding training. Staff complete twice-daily safety checks so that they provide a safe environment for children to play. Accident and incident forms are monitored to enable managers to identify ways to improve children's safety. Clear recruitment procedures mean that staff are thoroughly checked for their suitability to work with children. Policies and procedures are given to parents and are known and understood by all staff. Parents receive additional information regarding the complaints procedure through a leaflet. Visitors to the premises sign a record documenting time of arrival and departure. All these systems and processes mean that staff understand their individual roles and

responsibilities to keep children safe, protect their well-being and help them learn and develop.

Staff establish effective partnerships with parents. They provide a wealth of information for parents about the nursery and children's learning. They do this through displays, handouts and a development report once a term, when they are invited to attend parents evening. Parents say that their children settle quickly and 'look forward to coming to nursery'. They appreciate the information they receive regarding their children's development and value the attention staff give individual children to support their learning.

Staff work in partnership with outside agencies to ensure all children make good progress, including those with additional needs, and that they are fully included. However, staff are not yet proactive in requesting records from other early years settings to support children's transfers between settings. Therefore these children's development and interests are not immediately understood which somewhat restricts the initial effectiveness of teaching.

Management has implemented strong systems to monitor the effectiveness of staff's teaching. For example, staff use peer-to-peer observations and share feedback to enhance practice. The software used to record children's assessment clearly identifies any gaps in children's learning. For example, staff now use the upstairs group room to enhance children's mathematical and language skills after data indicated gaps in these areas. However, on occasion, staff miss opportunities to develop children's learning through imaginative play.

The nursery management has successfully addressed the recommendation set at the last inspection, to improve children's safety. Self-evaluation is discussed at staff team meetings to enable all staff to contribute towards improvement plans. These systems and actions indicate the management team is well placed to continue to drive improvement of the provision made for children.

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

Unique reference number	EY282638
Local authority	Devon
Inspection number	833593
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	103
Name of provider	Action for Children
Date of previous inspection	16/11/2010
Telephone number	01392 204660

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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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