

Cedars Pre-school

C/O Cedars Children's Centre, Whittlesea Road, Harrow, Middlesex, HA3 6LS

Inspection date	29/04/2014
Previous inspection date	12/03/2009

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 with special educational needs and/or a disability have high levels of support from the staff and, as a result, their care needs are fully met.
- Children's language and communication is progressing well due to the high levels of interaction from staff.
- The kind and caring staff have created an environment that is busy and stimulating for the children. This means are confident, inquisitive and have fun as they play and learn.
- An effective partnership with parents supports the children well and means parents are fully involved in their children's learning.

It is not yet outstanding because

- Family photographs in the pre-school are not relevant to the children who attend, which means they do not support the children to develop a sense of belonging.
- The resources in the home corner are not representative of the children's homes and real life.

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 children's play and staff's interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

Cedars pre-school registered in 2006. The pre-school opens five days per week, term time only. It runs a morning session from 8.45am to 11.45am and an afternoon session from 12.30pm to 3.30pm. Children share access to an enclosed outdoor area. There are currently 36 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school employs four members of staff who hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- help children to develop a sense of belonging, for example, by using pictures of family and familiar people in the preschool
- improve the range of resources available in the home corner to make the area more representative of the children's homes.

Inspection judgements

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

Staff in the pre-school have a good knowledge and understanding of the Early Years Foundation Stage and implement it very effectively across the pre-school. As a result children play and learn in a busy, happy atmosphere. The staff team are passionate in their roles and, as a result, children's learning and development opportunities are greatly enhanced. Children's interests are given a high priority and staff work hard to assemble the resources needed. For example, making a washing line, finding pegs and socks for children to hang out. The children were delighted to use the pegs and socks and had great fun as they hung them out on the line. Staff plan a range of play and learning experiences that excite and challenge the children. For example, looking for mini-beasts in soil. Children excitedly dig until a bug appears and then use a chart to match the bugs they have found to this.

The staff use very successful teaching techniques to engage children during play and encourage learning across all areas. For example, a consistent commentary by all staff means children hear and respond to language throughout the day. Staff help children to

decide the way they want to climb the climbing frame to reach the slide. They are given three routes and shown how to use each route. This means children have good opportunities to problem solve and consider their own abilities and safety. Toys and resources are varied and suitable for the age group of children in the pre-school.

Children take pleasure in using the role-play area. They make cups of tea and talk about keeping the ice cream cool in the freezer. However, many of the resources in this area are plastic and do not represent real life experiences. The outdoor play area offers space for children to develop their large muscle movements as they enjoy using a range of different play equipment. They skilfully negotiate space as they wizz around on bikes and they show their strength as they peddle bikes for two children. They have great fun using coloured and numbered cards and asking the children on bikes to 'stop' and 'go'. Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning. However, the displays about families are not relevant to the children in the setting. This means children do not develop a sense of belonging.

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

The key person system is fully effective. Staff are sensitive to the needs of all children and, as a result, all of the children form secure attachments and are extremely confident in the pre-school. This confidence promotes a good level of well-being. The children move freely around the pre-school and make choices of playing inside or outside. A very successful system of staff deployment means children are fully supported and safe wherever they choose to play.

Children are good friends. They wait for each other to finish their snacks and talk about where they are going to play. The support for children with special needs and/or disabilities is of a very high standard. Staff have developed systems to methodically help the children. This means that their experiences in the pre-school are positive and all children feel valued and respected.

Staff help children to understand about keeping themselves safe, for example, they remind them to walk inside and on the ramp to the garden. The strong and very effective partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Children begin to develop good self-help skills. At snack time they make choices of the fruit they would like to eat. Suitable tools mean children can cut their own fruit and spread fillings on their crackers. Snack time is a very positive experience for the children. They sit in small groups talking to staff about the food they are eating and the value of fruit for healthy growth. They energetically join in with physical exercise, such as when playing outside. This provides children with firm foundations for developing a healthy lifestyle. In addition, children know the routines such as hand washing before snack and after the toilet. This is especially important as children become older and prepare to move into school. The well-organised support provided by staff means children are prepared to make the move to 'big school'

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

The manager and the staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and, as a result, children have a good learning experience. In addition, it successfully contributes to the safety and welfare of the children. The manager demonstrates a clear understanding of her role in pre-school resulting in the efficient running of the pre-school. For example, she understands her role in informing her local authority safeguarding board of any child protection issues. In addition, staff keep children safe when they are collected from the pre-school as they carefully monitor the suitability of adults collecting them and how the children leave.

Effective performance management means staff are supported well in improving their skills, knowledge and practice. Staff are secure in their knowledge, understanding and implementation of the Early Years Foundation Stage. This enables them to help children in making good progress in their learning. They maintain clear records of observations on each child that include details of the next steps in learning planned for them. The staff know the children really well and, as a result, they plan for and monitor children's progress well. Staff use the children's interests to add to their plans.

Self-evaluation is ongoing. The manager has used contributions from staff and parents to enhance the system for self-evaluation. This has resulted in changes across the pre-school to benefit all the children. For example, home link books are in place which supports communication between staff and parents. This demonstrates a strong commitment to continual and ongoing improvement. In addition, the local authority visits the setting and work with the manager to make changes to benefit the children.

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. Through discussion staff 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. Staff are very clear in their role in ensuring their work colleagues remain suitable to work with the children.

Partnership with parents is effective and supports the children and their family to feel included in the life of the pre-school. There is a successful system of communication via discussions at drop off and pick up times and the newly introduced communication books. This provides valuable information for staff to be able to meet the changing needs of the parents and children. Parents speak highly of the caring, kind and attentive staff. All parents spoken to stated they have a successful partnership with the staff in the pre-school and this has helped their children to feel happy and safe. The setting works well in partnership with other professionals who support children in the setting.

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	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	EY337754
Local authority	Harrow
Inspection number	972317
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	36
Name of provider	Cedars Pre-School Committee
Date of previous inspection	12/03/2009
Telephone number	0208 4285845

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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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