

Cedars Nursery

Cherrytree House, Grainger Park Road, NEWCASTLE-UPON-TYNE, Tyne and Wear, NE4 8SX

Inspection date

28/05/2014

Previous inspection date

20/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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How well the early years provision meets the needs of the range of children who attend	2
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The quality and standards of the early years provision

This provision is good

- Children benefit from very good teaching. There is a strong focus on supporting language, communication and social skills to enable children to achieve and participate. As a result, children make very good progress in these key areas.
- Staff have high expectations of children's behaviour. They constantly and consistently praise and encourage children to do their best, and the success of this is seen in the children's delight and busy involvement in all activities.
- Children are effectively safeguarded because robust systems are in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children.
- The partnership with parents is well promoted as staff are skilled in sharing and using relevant information regarding child development. The information parents provide about their children contributes significantly to the staffs' success in accurately planning for and meeting each child's needs.

It is not yet outstanding because

- There is scope to further develop performance management to offer more personalised monitoring in order to fully support staff in understanding what they need to do to develop their already good practice even further.
- Opportunities for toddlers to test and challenge their physical skills indoors through the provision of safe climbing equipment are not fully embraced.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the owner, manager, staff and children throughout the inspection.
- The inspector took account of parents' views, through discussion and the information from the setting's self-evaluation.
- The inspector carried out a joint observation with the qualified teacher.

Inspector

Janet Fairhurst

Full report

Information about the setting

Cedars Nursery in Newcastle-upon-Tyne, was registered in October 2002 and is on the Early Years Register. It is one of two nurseries owned and managed by a private company. The nursery operates from two floors of a three-storey detached mansion, set within enclosed grounds. It is situated in the residential, west end of Newcastle-upon-Tyne. The nursery serves the surrounding areas, as well as people commuting to the city centre. There are currently 92 children on roll. The nursery is open for 51 weeks of the year. Sessions are available between the hours of 7.30am until 6pm and children can attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. There are 15 members of staff who work with the children. Of these, 14 have relevant early years qualifications, one of whom holds Qualified Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance staff performance management even further, for example, by providing more personalised peer observations that identify specific targets, so that individual staff know exactly what they need to do to be even more effective early educators
- provide even more equipment indoors that safely challenges young toddlers to climb and explore their physical skills.

Inspection judgements

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

All children make good progress because they have a rewarding time at the nursery. The manager and staff create a welcoming, friendly atmosphere so that children soon settle. A strong focus on promoting babies' and children's interests and choices means they feel valued and included, and many activities are child led. As a result, children become increasingly independent; they are confident about making decisions and are eager to take part in activities. Staff make useful observations of children's learning and development and key persons collect this information in individual 'learning journey' files. They carefully assess the children's level of development and plan activities that they know children will find interesting. This helps to maintain children's curiosity so that they persevere with tasks and achieve equally well in all aspects of their learning. Effective and clear systems for tracking children's learning show that the nursery has a comprehensive understanding of individual children's learning needs. Identified gaps or strengths in children's development are recognised and acknowledged in planning for individual needs.

Parents are fully involved from the child's first day, with information obtained on what the child is already achieving. This ensures staff have a secure foundation on which to build for the next steps in the child's learning. Staff complete a summary of the progress check carried out on children aged between two- and three-years-old and involve parents in the discussions about their child's strengths and any areas of developmental concern. This means staff can identify when early intervention may be needed to ensure that children receive the appropriate support to meet their learning needs.

Teaching is consistently good. Staff have high expectations for children and plan a variety of activities that challenge children and encourage them to explore and learn. Children's communication and language skills are effectively extended by staff asking questions that foster these skills very well. Staff repeat phrases back to children to help consolidate their learning and, as a result, they become confident communicators. Staff also use lots of repetition for children who are beginning to say a few words. Staff tune in to, rather than talk at, children. They effectively use open-ended questions that invite children to think and communicate, and patiently wait for children's responses. Staff get down to children's level when talking and skilfully use body language, visual prompts and gestures to enhance communication. This is especially effective with children who speak English as an additional language. Staff gain key words from parents to enable them to communicate with children who speak English as an additional language. Children see key words displayed in their home language and all children learn Makaton signs to further support their communication skills. Children thoroughly enjoy looking at a wide range of books, sharing them with staff and their friends. Staff talk to them about what they can see, which supports their early literacy skills appropriately and encourages their understanding that print carries meaning. Pre-school children get off to a successful start with their writing. They are encouraged to practise writing and there are many examples of how mark-making skills are improving, both on display around their group room and in children's individual learning journeys. Staff place a high value upon children's own attempts to draw and write, resulting in children being confident to 'have a go' at writing. As a result, some children are eager to demonstrate how they can write their own name, and many take advantage of the range of resources available to encourage mark making.

Staff promote children's mathematical skills well, skilfully weaving this through their daily routines and their play. For example, they encourage the pre-school children to count as they line up to go outside, and reinforce mathematical language, such as 'slow' and 'fast', as they compete in games outdoors. Some pre-school children demonstrate their understanding of mathematical language in practical activities. For example, as a child completes his drawing he compares the different patterns he has made, exclaiming that 'this one is a stripy pattern'. These activities promote the valuable skills children require in readiness for school. Children are effectively supported in developing skills in information and communication technology as they learn to operate the computer mouse. Staff support children to learn about the wider world, through their play and communication and through using toys, resources and books which reflect positive images of diversity. All children benefit from regular outside play and from using different apparatus and toys which foster their steering and pedalling, coordination, balance and climbing skills. Indoors young toddlers are keen to test their growing physical skills and are adventurous, attempting to climb on the furniture. Staff deter them and redirect their play, however,

they have not fully considered how to channel and promote this by providing equipment that young toddlers can climb safely.

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

Children's emotional development is promoted well as they develop secure and trusting relationships with the staff team. Children are happy and confident in the caring environment. Important information is gathered from parents when children first start at the nursery. This is achieved through settling-in visits, discussions, and 'all about me' documents being completed. Consequently, children's likes, needs and routines are well known, which results in a smooth move between home and the nursery. Good support is in place for children's transitions, both within the nursery and as they move on to school. Children moving rooms within the nursery visit their new room for short periods prior to the move. This helps them to gradually become familiar with changes in staff, routines and the environment. Staff effectively support older children moving on to school by talking to them about what to expect and introducing more activities that teach them to sit, listen and take turns in their play.

The premises are bright, child oriented, warm and welcoming. The wide range of resources are well maintained and stored to enable children to safely and independently select activities for themselves. The nursery ensures every child is respected and their individual needs are met in accordance with their backgrounds and beliefs. For example, notices are displayed in English as well as the home languages of children. Children behave well. They show by their words and actions that they understand the nursery rules and staff expectations for their behaviour. For example, children know that they must use good manners in the nursery and that staff expect them to act sensibly. Staff manage children's behaviour calmly and consistently and provide them with positive role models to follow. Their good behaviour is actively encouraged and promptly acknowledged by staff through praise and positive body language. Children develop a good understanding of the importance of staying safe and having a healthy lifestyle. For example, menus are varied and provide babies and children with a good balance of healthy options and different tastes, which accommodate their dietary needs. Children are physically active. They have daily opportunities to expend energy in the outdoor play area where they confidently use climbing and balancing equipment and wheeled toys. This fosters children's physical development and ensures that they have plenty of fresh air.

Staff are vigilant in promoting very good hygiene as a matter of course in their daily routines. Good hand washing and nappy changing procedures are followed and staff ensure that efficient hygiene practices, combined with appropriate risk assessments, keep children safe and healthy. Staff supervise children well, while enabling them to explore and manage risks. Children act sensibly and safely because staff regularly provide them with clear safety messages. For example, staff remind children about the need to walk sensibly down the stairs holding onto the bannister, and these safety messages are reinforced and practised on a frequent basis. Children and staff are also prepared for emergency situations through regular practise evacuations. As a result, children are developing very good levels of safety understanding, confidence and self-esteem. These

opportunities support children to develop skills for the future and learn how to keep themselves safe from harm.

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

Children are effectively safeguarded. This is because staff demonstrate their very good knowledge of the local safeguarding procedures and are confident about the action to take if they are concerned about a child's welfare. This includes recording information to monitor children's welfare, health and safety. All staff undertake safeguarding training to enhance their knowledge and skills and to understand their designated role. A clear safeguarding policy and procedure is in place and this underpins their good practice. The nursery's robust recruitment, induction and staff development procedures also contribute to safeguarding children, ensuring that anyone working with them is suitable and has relevant qualifications and experience. The premises are secure and risk assessments are conducted and cover all areas used by children. Robust systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. The nursery shares its policies and procedures with parents, so they are clear about how the nursery is managed; this includes how they address any concerns expressed by parents. Furthermore, stringent procedures are in place to safeguard parent and staff confidentiality, and to ensure that any inappropriate conduct from staff is managed effectively through the nursery's disciplinary procedures.

The management team provide strong leadership, setting high aspirations for quality. They have a secure understanding of their responsibilities in meeting the learning and development requirements. The manager has established a system for observing practice within each room. However, there is scope to develop this even further, by focusing more on individual practice so that any areas for development are clearly identified and personalised. This will help staff fully understand what they need to do in order to be highly effective teachers so that children are best supported to achieve the highest levels of attainment. Professional development of all staff is supported well through regular reviews and appraisals. The manager actively encourages staff to develop existing practice, for instance, through additional training and relevant research. For example, staff explain how recent equality and diversity training has made them much more aware of the importance of giving children time to respond to their questions, especially those children with English as an additional language. They describe how these techniques mean children are now better prepared for future learning. Reflective practice is a strength of the nursery. Managers and staff are constantly reviewing procedures, the quality of teaching and the nursery environment, to set targets and make improvements. They lead by example and as a result, the whole staff team work well together to promote children's care and learning. They have implemented an effective self-evaluation system to identify where changes are required and as a consequence, have met the recommendations made at the last inspection.

From the outset positive relationships are developed with parents and carers as both children and their families are given a warm welcome. Good quality information for

parents and effective settling-in arrangements help to reassure new children and their families. Parents' views are sought about the quality of the nursery provision and their feedback and any concerns are followed up. They are given newsletters and are well informed about nursery life, and enjoy attending special events, such as coffee mornings, parents' evenings and 'family Fridays', when grandparents, siblings and staffs' own children join in the fun. Parents and staff work successfully together to support children's care and learning. For example, parents are regularly encouraged to provide information about their child's interests, characteristics and skills to help staff to plan relevant activities. They receive regular feedback about their child's routines, activities and achievements and have frequent opportunities to discuss and review their child's progress with their key person. This helps to enhance relationships and ensures continuity of care and learning. Parents rate the nursery very highly. Their comments are very positive and include, 'staff are very friendly and professional', 'staff really know my children' and 'staff make me and my child feel special, and I know my child is safe and well looked after'. Partnership working with other providers, professionals and agencies is firmly embedded in practice to ensure the overall needs of the children are met. This means that children receive very good support to make rapid progress in their learning.

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	EY218828
Local authority	Newcastle
Inspection number	976400
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	92
Name of provider	Cedars Nursery Limited
Date of previous inspection	20/03/2009
Telephone number	0191 298 3333

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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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