

# Cedar Park Day Nursery

Bridge Farm Road, Twyford, Berkshire, RG10 9PP



## Inspection date

31 March 2015

Previous inspection date

28 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff demonstrate a secure understanding of how to safeguard children and the procedures to follow should they have any concerns about children's welfare. Arrangements to ensure staff are suitable to work with children are robust.
- Parents receive regular information from the nursery. For example, they value the introduction of weekly updates on what activities the children are taking part in. This enables them to support their children's learning at home.
- Children of all ages are confident in the nursery. They behave well. Staff manage children's behaviour in a calm manner. They treat children with respect and are good role models.
- Children enjoy a wide range of healthy and nutritious home-cooked meals.
- Managers have ensured that the staff team have regular opportunities to share their views on how to develop the nursery further. All staff have contributed to driving improvement since the last inspection.

### It is not yet outstanding because:

- Records of children's learning do not always show enough detail about the progress they are making or include the next steps in their learning.
- Management monitoring systems are not yet ensuring that all staff are keeping precise records of children's learning.

## What the setting needs to do to improve further

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

- ensure that all staff complete precise assessments that clearly identify children's next steps in their learning
- ensure that the systems in place to monitor the quality of assessment in the nursery are fully effective.

### Inspection activities

- The inspectors observed the quality of teaching and the impact on children's learning, both inside and outside.
- The inspectors evaluated how well the nursery staff understand and implement policies and procedures, especially those relating to safeguarding children, observing and assessing children's progress and managing children's behaviour.
- The lead inspector conducted a joint observation with the deputy to the area manager.
- The inspectors held meetings with senior managers.
- The inspectors sampled a range of documentation, including suitability records, training certificates, records of children's learning and the nursery's development plans.

### Inspector

Penny Fisher

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are well engaged in activities at the nursery, with plenty of good opportunities to play and explore, both indoors and outside in the large, well-used and well-resourced garden. Good use is made of natural materials to promote children's learning. Children are able to develop their understanding of the world well through handling chicks, planting seeds and watching bugs. Staff make good use of spontaneous teaching opportunities such as making a kite on a windy day. Key persons encourage parents to regularly share information about their children's interests and development. However, not all staff within the nursery are confident in the systems used to complete precise assessments of children. This means some staff cannot always clearly identify the good progress children make and the next steps in their learning. Children are well-supported to develop their communication and language skills. Staff listen well and respond warmly, often asking open-ended questions and role-modelling new words to build children's vocabulary. Almost all children are developing at levels expected for their age. Good support is available for those with additional needs.

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

New children are well supported when they enter nursery and as they progress through the age groups. The key person system is working well. Children of all ages are confident to approach staff for reassurance; for example, when waking from a nap. During the sociable meal times older children pour drinks, select cutlery and serve themselves, which develops their independence. Children are also taught self-care skills; they learn how to put their coats on, wash their own hands and blow their noses. Older children have opportunities to try on new uniforms and role play schools. This means children are well prepared for school. The senior management team has made good progress in implementing plans to enhance the indoor nursery environment and ensure all rooms are stimulating and welcoming for children.

### **The effectiveness of the leadership and management of the early years provision is good**

A new, experienced senior management team has been in place for just under a year. They have brought about significant improvements in this time. They are open and responsive to suggestions from parents. An active parents' forum ensures their views are now heard. Children's security is given the utmost priority. Safeguarding policies and procedures meet requirements and are robustly monitored. Managers have a clear understanding of the strengths and areas for development within the nursery; plans are in place to bring about further improvements. However, systems in place to monitor the quality of assessment are not yet fully effective. Performance management arrangements have been recently introduced, ensuring all staff have regular supervision. Staff have access to a wide range of training opportunities. Good use is made of the knowledge and skills acquired, as these are shared with the whole staff team.

## Setting details

<b>Unique reference number</b>	148601
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1009857
<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>	104
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Childbase Partnership Limited
<b>Date of previous inspection</b>	28 May 2013
<b>Telephone number</b>	0118 9340118

Cedar Park Day Nursery registered in 2001. It is one of 46 nurseries run by Childbase Ltd. The nursery operates from a converted house in Twyford, Berkshire. The nursery has 10 rooms over two floors and a large secure garden. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 113 children on roll and the nursery receives funding to provide free early education for children aged three and four years old. Children can attend for a variety of sessions. The nursery supports children with special educational needs and /or disabilities.

The nursery is open five days a week from 7.30am to 6.30pm all year. A team of 31 staff work with the children. Most are qualified to at least level 3 and three members of staff are working towards qualifications. The nursery receives support from the local authority.

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