

Inspection date	13 October 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are warm and caring. As a result, children form close attachments with them and feel safe and secure. This means that they are ready to learn.
- Staff keep parents well informed about their children's learning and development. Parents contribute information about their children's achievements and interests at home in a daily diary. By working together in this way, staff and parents create a positive impact on children's progress.
- Leaders are committed to providing high quality care and education for children. They use effective self-evaluation methods, such as parent questionnaires, to identify any areas for further improvement.
- Staff make good use of their observations and assessments of children to effectively plan individual learning experiences that promote their development. Therefore, children learn the skills they need to prepare them for their move to school.
- Children with special educational needs are well supported. Staff work closely with other professionals, such as occupational speech and language therapists, to ensure that all children make progress relative to their starting points.

It is not yet outstanding because:

- Leaders identify gaps in the learning of individual children but have not established systems to monitor and review the progress of different groups of children as well as possible.
- Children are not always encouraged to do things for themselves when ready during daily routines, such as putting on their coats and washing their hands.

What the setting needs to do to improve further

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

- review and monitor the progress of specific groups of children and use this information to assess whether the provision for different groups can be enhanced further
- ensure that children's independence and personal-care skills are always promoted during daily routines.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor area.
- The inspector looked at a selection of children's records, planning documents, policies and procedures, as well as evidence of the qualifications and suitability of all staff.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with the owner and manager of the nursery.
- The inspector spoke with parents and carers, and took their views into account.

Inspector

Vanessa Linehan

Inspection findings

Effectiveness of the leadership and management is good

The owner and manager make full use of their knowledge and skills. For example, they are both undertaking relevant degrees and use their learning to improve staff practice through effective training, supervision and performance management. All staff benefit from regular training and professional development and this has a positive impact on their teaching skills. Managers are keen to introduce new ideas and resources that enhance children's learning. For example, they are about to establish a 'mud kitchen' in the outside area. They have a thorough understanding of requirements. Safeguarding is effective. Managers have implemented robust recruitment procedures to ensure that all staff are suitable to work with young children. Staff recognise the possible signs of abuse and neglect and know what to do if they have any concerns about a child. Managers have put appropriate risk assessments in place so that children and staff are kept safe.

Quality of teaching, learning and assessment is good

Teaching is good and staff effectively question children and talk to them in detail about what they are doing, which helps to extend their learning. Children have access to a wide range of resources and experiences. These help them to foster a positive attitude towards future learning. Babies explore different textures, such as when they investigate the objects in a treasure basket. Older children listen intently to stories read by staff and join in singing songs about the alphabet. This helps to promote their literacy skills and to prepare them for starting school.

Personal development, behaviour and welfare are good

Staff consistently offer praise and encouragement when appropriate. For example, they commend children who identify the first letter of their name; this helps to successfully build children's confidence and self-esteem. Staff set clear boundaries and encourage children to share and to be polite, such as to visitors, staff and other children. This means that behaviour is good and children play together co-operatively. Staff talk to children about the benefits of healthy eating. They provide nutritious meals and children enjoy discussing their favourite fruit and vegetables. Children have access to a large outside area where they can run around in the fresh air. Staff ensure that children are emotionally prepared for the move to school, for example, by inviting teachers to visit them in the nursery before they start reception class.

Outcomes for children are good

Children are motivated and interested learners, who confidently explore the whole environment while following their own interests. All children make progress in their learning as staff identify and address any gaps. They support those learning English as an additional language by using words, books and music in their home languages. They challenge children that are more able by encouraging them to try new experiences. This means all children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY461765
Local authority	Haringey
Inspection number	943231
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	27
Name of provider	Sunbeams Academy Ltd
Date of previous inspection	Not applicable
Telephone number	02088850975

Cedar Nursery registered in 2013. It is situated in Tottenham in the London Borough of Haringey. The nursery is open each weekday between 7.30am and 6.15 pm all year round. The nursery is accredited to receive government funding for the provision of early education for children aged two, three and four years. The nursery employs 11 staff, including the manager. Of these staff, 10 hold early years qualifications.

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