

The Cedars Pre School

Northbrook Close, Exeter, EX4 8LD



Inspection date	26 September 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Significant weaknesses with staffing arrangements and deployment compromise children's well-being and, at times, reduce the effectiveness of their learning opportunities.
- The key-person system fails to ensure that staff meet the individual learning and care needs of all children at all times.
- The management team has failed to implement an effective induction programme for all staff so they gain a clear understanding of their roles and responsibilities and benefit from ongoing training opportunities to increase their teaching skills.
- Staff do not organise some group activities, such as singing, effectively to fully motivate all children and support their learning further.
- Poor staffing arrangements fail to ensure children have frequent opportunities to benefit from regular exercise, fresh air and a change in environment, to fully support their general health and physical well-being.

It has the following strengths

- Children benefit from a well-balanced menu of healthy, nutritious snacks and meals.
- The management team has recently moved the younger children to different play rooms. Staff assess possible risks and create comfortable play areas.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve staffing arrangements and deployment of staff to meet the needs of all children effectively and provide more challenging and motivating learning and development experiences, to help children make the progress they are capable of 	31/10/2017
<ul style="list-style-type: none"> ■ assign a key person to each child to consistently support and meet their individual learning and care needs and work closely with parents 	31/10/2017
<ul style="list-style-type: none"> ■ provide all staff with an appropriate induction programme so they have a clear understanding of their roles and responsibilities and the support, coaching and training they need to improve the quality of teaching. 	11/12/2017

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

- improve the organisation of group activities to engage and interest children and increase their participation in learning
- provide more opportunities for children to play outside and benefit from frequent exercise and activities in the fresh air to fully support their overall physical well-being.

Inspection activities

- The inspector observed children's interactions in play indoors and viewed their learning journals.
- The inspector had discussions with the management team and viewed documentation, such as operational policies, procedures, and required records for the suitability of staff.
- The inspector undertook a joint observation with the manager and discussed children's learning and development.
- The inspector took into account the views of parents spoken with at the visit.
- This inspection took place following Ofsted's risk assessment process.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The management team has failed to organise staffing arrangements to meet the needs of all children. There have been several changes in staff recently and, although the team meets staff-to-child ratios using temporary staff, there are significant weaknesses with the overall organisation and deployment of staff. For example, not all staff work with the same children each day, and not all children have a key person to help them settle and develop secure relationships. The induction programme is insufficient to ensure all staff understand their responsibilities and all children's individual needs and learning abilities. Staff do not receive the opportunities they need to develop their professional knowledge and meet children's care and learning needs sufficiently. Nevertheless, the new manager has started to implement more regular supervisory meetings that will address these issues. She regularly evaluates practice with the management team. They have identified some weaknesses and set clear action plans for development. For example, they are currently appointing permanent staff. However, although staff are improving the indoor play areas well, overall improvements are limited. The management team and staff understand safeguarding procedures to follow regarding any concerns that arise and they liaise regularly with other professionals involved in children's care.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is not consistently good enough throughout the nursery. Staff understand child development, but weak staffing arrangements and deployment mean they do not help all children acquire the interest and confidence to learn and develop effectively. For example, on the day of inspection, there were no clear planned activities for the toddlers and some staff were not familiar with their individual abilities. Although staff interact with the toddlers in play, there is a lack of variety and appropriate challenge in some activities to support the specific next steps of development of all children. For example, staff look at a recipe book with the older toddlers and encourage their discussion, but this does not engage the younger children and they wander off with little else to interest them. At times, poor staff deployment means children do not benefit from daily and regular outdoor play experiences to promote their physical well-being, particularly for those who learn best outdoors. This does not motivate all children to gain confidence in their abilities and become active learners. However, older toddlers concentrate well at times, building models with bricks, and they enjoy dressing up as superheroes. Babies show interest in sensory picture books and begin to repeat words and sounds. Significant weaknesses in the key-person system mean parents do not always know who is responsible for their child, to promote a consistent approach to support children's care and learning needs. Nonetheless, staff do inform parents of children's activities each day and respond to parents' communication. The management team has recently introduced a new assessment system to help monitor children's progress more effectively. This is still in the early stages, and staff are starting to use this more consistently to help track children's progress and identify any gaps in their learning.

Personal development, behaviour and welfare are inadequate

Significant weaknesses in the key-person arrangements compromise children's welfare and learning. Some children do not consistently know who will be caring for them and managing their personal care needs each day. This affects how children gain a sense of security and emotional well-being and does not support them in separating from their parents well. For instance, on arrival, some children are unsettled and upset and do not engage in play easily. Staff are caring and friendly, and they comfort these children, but this leaves other children with limited attention. Some stand alone or wander for long periods not knowing what to do. Toddlers have their nappies changed regularly, but not consistently by the same staff member. Weaknesses in staff deployment have a negative impact on children. For example, in the morning, tired babies are not always able to settle to sleep in their main care room when they need to, until all staff have arrived.

Outcomes for children are inadequate

Children do not receive the support they need to make the progress they are capable of across all areas of learning. They do not acquire the skills and motivation to learn. At times, there is a lack of variety and appropriate challenge in activities. For example, on the day of inspection, some younger toddlers did not engage in a play dough activity that staff had already provided earlier in the day and they wandered around with little to do. Although toddlers have choices in food, they do not receive consistent encouragement from staff to serve themselves. Children are not stimulated enough to learn and gain the necessary key skills, such as independence, to help them with their future learning.

Setting details

Unique reference number	EY551303
Local authority	Devon
Inspection number	1114985
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	21
Number of children on roll	32
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	07843642982

The Cedars Pre School re-registered in 2017. It is situated in Beacon Heath, Exeter in Devon and is managed by Action For Children Developments Ltd. The nursery is open Monday to Friday from 7.45am until 5.45pm for 51 weeks of the year. There are eight members of staff employed. Of these, one holds a childcare qualification at level 6, one holds a qualification at level 5, and six hold childcare qualifications at level 3 and level 2. The nursery receives funding to provide free early years education for children aged two years.

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