

Inspection date	8 March 2018
Previous inspection date	13 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The provider is well qualified and has a good understanding of how children learn and develop. She and her staff have developed strong relationships with parents and work in partnership to promote good continuity in children's care.
- Parents speak highly of the nursery. They feel that staff care for their children well and provide a secure and home-like environment. Parents value the support and advice from staff on issues, such as toilet training and behavioural boundaries, to support their child's learning and well-being.
- Staff support children's communication skills well. For example, they engage children in conversations and make effective use of questioning. Children of different ages and abilities become confident communicators. They learn to express themselves articulately and enjoy sharing their ideas and experiences.
- Children develop skills to support the next stages in their development, including being ready to start school. For example, older children learn to recognise and order numbers, and begin to recognise the letters that make up their names.

It is not yet outstanding because:

- Although staff receive a range of training and professional development opportunities, they do not always make the best use of new ideas and information to help raise the quality of teaching to the highest levels.
- Staff do not consistently provide children with opportunities to choose from a wide range of media and materials, to support their sensory play and encourage them to develop their own ideas and interests.

What the setting needs to do to improve further

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

- strengthen the systems for guiding and supervising staff, to ensure that training provided is fully effective in helping to develop their professional skills and practice
- increase further opportunities for children to make choices from a wide range of media and materials.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and she assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and provider. She also explored the views of the staff and children at intervals during the inspection.
- The inspector held discussions with parents and considered their views.
- The inspector looked at a sample of relevant documentation.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The provider and manager evaluate the provision to identify strengths and areas for development. They seek the views of others, including parents, to help them plan improvements, which have a positive impact on children's outcomes. For instance, managers identified that there were inconsistencies in the quality of staff observations of children. They have worked in partnership with their early years adviser to address this. Where children's development is not typical, staff seek advice from relevant professionals to help children achieve as much as they can. Safeguarding is effective. Staff have a good understanding of the signs that might indicate a child is at risk from harm and know how to report any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff make regular assessments of children's progress and ensure that parents are kept well informed of their children's development. For example, each term they provide written reports of children's achievements and what they need to learn next, which are shared at parent and key-person meetings. Staff help children to develop an awareness of the world around them. For instance, they take them on regular outings within their local area and the wider community, such as activities at the local park, a visit to the theatre and a trip to the Natural History Museum. Babies make the most of their spacious room to develop their small- and large-muscle movements, as they learn to crawl, walk and handle resources.

Personal development, behaviour and welfare are good

Staff form close bonds with the children and support their emotional well-being effectively. Children are confident, happy and well settled. They look to staff for comfort and reassurance, and enjoy receiving cuddles and praise. Older children learn about the cultures and traditions of various communities and begin to understand differences between themselves and others. For instance, they respect that people may eat other types of food or wear different clothing. Staff help children to develop positive attitudes to healthy lifestyles. For instance, they engage older children in outdoor games, such as hide and seek, which encourage them to be physically active. Children behave well and develop good social skills.

Outcomes for children are good

Children make steady progress from their various starting points. This includes children who are learning to speak English as an additional language and those who receive funding. They develop good social skills and are confident and curious when they meet new people. Children use their imaginations well. For instance, toddlers pretend to cook and care for their 'babies' in the role-play area. Older children use toy figures to create simple storylines based on their favourite characters from books and television. Children develop an interest in literacy. They enjoy looking at books and begin to make marks to represent objects and words.

Setting details

Unique reference number	EY461765
Local authority	Haringey
Inspection number	1072099
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	35
Number of children on roll	30
Name of registered person	Sunbeams Academy Ltd
Registered person unique reference number	RP532531
Date of previous inspection	13 October 2015
Telephone number	02088850975

Cedar Nursery registered in 2013. The nursery is open each weekday between 7.30am and 6.15pm for most of the year. The nursery receives funding for the provision of early education for children aged two, three and four years. The nursery employs 11 members of staff, including the provider. All staff hold a relevant early years qualification. The provider hold a qualification at level 6 and other staff are qualified at level 3 or level 2.

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