

# Cedar Park Nursery

CEDAR PARK NURSERY GROUP LTD, 50-54 HADLEY ROAD, ENFIELD,  
MIDDLESEX EN2 8JY



<b>Inspection date</b>	3 October 2018
Previous inspection date	5 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Staff know the children in their care very well. They thoughtfully organise the indoor and outdoor play spaces, and plan stimulating and engaging activities that motivate children to play and learn.
- Children behave well in the nursery. They are polite and show respect to staff and each other from an early age. Staff are good role models and help children to develop their understanding of boundaries and routines. They praise and encourage children, who learn to share and take turns.
- Staff monitor children's progress well and effectively identify areas where they need extra support to narrow any gaps in their learning and development. All children make good progress given their starting points, capabilities and interests.
- The manager evaluates the provision well. She considers the views of the local authority early years coordinator, staff, parents and children. This helps her to raise the quality of the nursery and children's overall learning experiences.

### It is not yet outstanding because:

- Management and staff have not found highly successful ways to fully encourage parents to share information about their children's learning at home.
- Staff do not plan a range of challenging experiences to help older children learn more about modern technology, to further raise their understanding about the world.

## What the setting needs to do to improve further

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

- find more ways for parents to be fully involved in sharing information about their children's learning at home
- plan more opportunities for older children to use and understand information and communication technology, to raise their understanding of the world further.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as samples of policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector spoke with children, staff and the management team at appropriate times during the inspection.
- The inspector spoke with a number of parents during the inspection, and took account of their views.

#### Inspector

Yasmine Hurley

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the procedures to follow if they have any concerns about a child's welfare. They know the signs that may indicate children are at risk of extreme views and behaviours. Staff are vigilant in their supervision of children. Daily checks and thorough risk assessments of the premises, indoors and outdoors, are used to ensure all areas that children access are safe and secure. The manager supports staff effectively. They have good opportunities to discuss and identify training and development opportunities, to build on their good practice. The manager uses robust recruitment procedures and reviews these processes to check staff's ongoing suitability. Parents are very happy with the service provided. They describe the staff as professional and very caring.

### Quality of teaching, learning and assessment is good

Staff plan a good range of interesting and challenging activities that takes account of children's next steps in learning, overall. They help younger children to develop their understanding of language and support their speaking skills well. For example, when they share books, children point out their favourite animals while staff introduce new words and vocabulary. Younger children are creative and play imaginatively with a range of materials. For instance, they use dough and shape sorters to make birthday cakes. Staff extend their mathematical development further and ask them to identify colours and count the pretend candles. Staff support older children effectively to develop their literacy skills. For example, children enjoy using white boards and pens to practise their early writing. They are excited and eager to show and talk about their work and creations.

### Personal development, behaviour and welfare are good

Children display a strong sense of belonging and have close and caring bonds with their key person and other staff. They settle quickly on arrival at the nursery, and are confident to approach staff for help and reassurance. Children's independence and self-care skills are fostered effectively by staff. For example, children help to tidy up along with the staff, when it is time for meals. Children and babies confidently select and use a wide range of toys that helps them to develop their curiosity. They have plenty of opportunities to develop healthy lifestyles. For example, they eat healthy snacks and nourishing meals, and eagerly engage in outdoor play and exercise.

### Outcomes for children are good

All children make good progress in the nursery and learn an extensive range of skills which prepares them well for their eventual move to school. They demonstrate that they feel happy and secure at the nursery. They are truly eager to take part in a broad range of rich learning experiences, and are inquisitive and constantly engaged in exciting activities that motivate them to learn. Children are encouraged to lead their own play and have good opportunities to build their self-esteem.

## Setting details

<b>Unique reference number</b>	135420
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10068791
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Cedar Park Schools Limited
<b>Registered person unique reference number</b>	RP523828
<b>Date of previous inspection</b>	5 August 2013
<b>Telephone number</b>	020 8367 3800

Cedar Park Nursery registered in 1999. It is open each weekday from 7.30am until 6.30pm all year round, excluding public holidays. The nursery is in receipt of funding for the provision of free early education for children aged three and four years old. The nursery employs 33 members of staff, 29 of whom work directly with the children. 23 members of staff hold relevant early years qualifications at level 2 and above. The manager holds early years professional status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

