

Inspection of Cedar Park Nursery

The Grange, 15 High Street, Hoddesdon, Hertfordshire EN11 8SX

Inspection date: 9 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The nursery manager and her staff provide a warm welcome to children and their families. Information about each child's care needs is gathered from parents before they start. This helps staff to plan effectively to support children's emotional needs as part of a gradual settling-in process. Key persons and other staff quickly develop relationships with children, who show that they feel safe and secure in the nursery. Staff are very attentive to the needs of children in their care. They watch, listen and swiftly respond to them at appropriate times. For example, they recognise when babies are tired and need a sleep. Hygiene practice is good throughout the nursery. Staff ensure that toys are regularly cleaned and remain safe for children to use.

Children throughout the nursery are well behaved. Staff provide them with consistent guidance at a level appropriate for their stage of development. Children share their thoughts and feelings without hesitation as they learn how to manage their emotions. They are supported to share toys and work together to solve problems. For example, older children work out how to use creative materials and a mould to make a castle. They demonstrate great pride as they eagerly show adults what they have achieved.

What does the early years setting do well and what does it need to do better?

- Children's needs are supported. Babies smile and giggle as they play, showing their trust in staff. Toddlers show curiosity as they begin to move away from staff to investigate their surroundings. Older children show great confidence as they exploring the good range of toys and activities in their base room. Children make good progress in learning.
- Staff support babies' understanding through using simple words and gestures. They ensure that older children have plenty of time to think through their answers to questions. Staff sensitively repeat what children say using the correct pronunciation. Babies show their good understanding during a game using a see-through scarf. Showing enthusiasm, they squeal and gently tap their head to indicate they would like to have another turn.
- Children have plenty of fun as they take part in physical play opportunities. They enthusiastically shake and bang musical instruments, helping to develop greater control over their movements. Children enjoy spending time outdoors. They competently use wheeled toys and enjoy running around with their friends. Children are extremely keen to explain how they eat the vegetables and fruit they help to grow.
- Staff help to sustain children's interest in activities that support their learning across all areas. For example, older children are keen to take part in creative play. They use their imagination well as they become a mummy or police officer.

Children problem-solve when they work out that using a toy saucepan to transport rice is quicker than using a spoon. Mathematics is promoted well. Children are supported to recognise numerals and are keen to sing number songs and count how many items they have.

- Partnership working is good. Information about children's progress is regularly shared with parents and carers. They talk about how staff have a 'really lovely approach' and describe them as very 'friendly, happy and positive'. The manager and staff work closely with external agencies in the best interest of children.
- Staff's emotional well-being is supported. There is a comfortable staff room and they are provided with regular breaks. Staff report that they feel listened to and that their contributions are valued.
- The manager and staff do not always ensure that information from children's initial and ongoing assessments is used consistently, to identify and plan highly precise next steps for children's learning.
- Staff's knowledge and understanding of how children learn help to support their good progress. However, the manager does not use the supervision system in place to its full extent, to help her precisely identify ways to raise the quality of teaching to an outstanding level.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team demonstrate a good understanding of safeguarding. They undertake relevant training that helps to extend their knowledge of how to protect children's welfare. Staff know about the signs that could indicate a child may be at risk of harm and how to report a concern. The manager keeps updated with national and local safeguarding procedures. Rigorous risk assessments are carried in all areas used by children and swift action is taken to minimise identified hazards. Staff check the large garden every day before children go out and ensure that they thoroughly clean up after visiting wildlife.

What does the setting need to do to improve?

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

- enhance the use of observations and assessments, to inform the planning for precise next steps in children's learning that help support rapid progress
- strengthen the supervision of staff to precisely identify their professional development needs and raise the quality of teaching to an outstanding level.

Setting details

Unique reference number	EY334634
Local authority	Hertfordshire
Inspection number	10118356
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	85
Number of children on roll	95
Name of registered person	Cedar Park Schools Limited
Registered person unique reference number	RP523828
Telephone number	0208 367 3800
Date of previous inspection	12 January 2016

Information about this early years setting

Cedar Park Nursery registered in 2006. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three-year-old children.

Information about this inspection

Inspector

Ann Cozzi

Inspection activities

- The inspector completed a learning walk with the manager to review the quality of children's experiences and staff teaching practice.
- The inspector completed a joint evaluation of an activity with the deputy manager.
- The inspector spoke to the manager, her deputy, staff and children during the inspection. She also spoke to parents to gain their feedback.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.

We carried out this inspection 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.

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