

Inspection of Cedar Park Nursery

Bridge Farm Road, Twyford, Berkshire RG10 9PP

Inspection date: 8 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled. There are high expectations for children to build on what they know and develop their ideas, with support from skilled staff. Children play in a safe, inviting and well-designed environment. There is a strong focus on outdoor play. Children develop great enthusiasm to explore and learn about the world around them. They spread out across the vast outdoor area and find interesting things to see and do. Children take risks as they use various equipment to build, climb and balance. This promotes children's physical development well.

Children in the baby room benefit from their personal needs being met by the caring and nurturing staff. Babies and toddlers are curious to explore a wide variety of sensory activities. They have fun investigating different materials, such as animal figures, dinosaurs, natural materials and vegetables in their play. Older toddlers have fun copying action songs, listening to stories and pretending to bake with a variety of cooking utensils, flour and spices. Older children in the pre-school room develop essential skills for future learning. They build excellent friendships and play imaginatively and collaboratively. For example, children deeply engage in the exploratory kitchen, using herbs and vegetables. They excitedly tell staff that they are having a 'salad picnic'. Children play harmoniously. Staff regularly praise them for helping, sharing and being kind to others. All children make good progress in their learning, including those who receive additional funding.

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

- Overall, staff know the children well and understand what they need to learn next. They are enthusiastic and keen to engage in the children's play. However, on occasions, staff do not clearly focus on the intended learning for the activity, to raise children's development to an even higher level.
- Children of all ages are interested and motivated in their play. Staff use their knowledge of children's interests and development to shape a curriculum that is exciting. For example, children learn mathematical concepts, such as 'bigger', 'smaller', 'long' and 'short', as they choose materials to create a dinosaur swamp.
- Staff support children's emerging language skills well. Staff working with young children use familiar books, props and repetition to develop children's understanding. Staff supporting older children use non-fiction books and skilful questioning which encourage children to express their ideas and develop new vocabulary.
- Children develop an excellent sense of right and wrong. They display exceptional behaviour and respect for others. Staff positively reinforce behavioural expectations and highly praise children's achievements through initiatives such

as 'pebbles in the jar'. This admirably fosters children's self-esteem and confidence.

- Children learn about their community and develop an excellent understanding of others. Staff encourage children to be kind and thoughtful. For example, children enjoy opportunities to visit an elderly care home and draw pictures to share with the residents. However, these visits have ceased due to the COVID-19 pandemic.
- The special educational needs coordinator works effectively to support staff working with children who require additional support. Staff work collaboratively with other professionals involved in children's care, in particular children with special educational needs and/or disabilities. As a result, children achieve good outcomes, which helps them to prepare well for their future learning and skills.
- The nursery benefits from a strong team of managers who have an overview of the curriculum and know what they want children to learn. Leaders and staff work well together as a team to move the nursery forward and implement continuous improvement.
- The newly appointed nursery manager and leadership team implement successful strategies to support staff and develop their practice. Staff say that they feel valued, supported and included. Leaders feed back to staff following their observations and encourage staff to reflect on their own performance. This is revisited during supervision meetings and used to identify any further training that staff may benefit from.
- Staff work well in partnership with parents. Parents comment positively on staff's ongoing communication and how they keep them updated about their child's development and learning. For example, staff use a dedicated online application, have discussions, send newsletters, organise events for parents and have devised parent workshops. Parents speak highly of the nursery and the care that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding leads, have a good awareness of their roles and responsibilities in protecting children and keeping them safe. Staff access a wealth of targeted training that helps to develop a broad knowledge of safeguarding matters. They have frequent opportunities to discuss child protection issues and wider aspects of safeguarding, such as extremist views. Staff fully understand who they should report any concerns to and know how to report any issues regarding a colleague's practice or conduct. Robust recruitment arrangements help to ensure that staff are suitable to carry out their roles and remain suitable.

What does the setting need to do to improve?

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

- focus more precisely on the intended learning of activities, to help children make the best possible progress.

Setting details

Unique reference number	148601
Local authority	Wokingham
Inspection number	10216441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	129
Number of children on roll	164
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Telephone number	0118 9340118
Date of previous inspection	20 July 2017

Information about this early years setting

Cedar Park Nursery registered in 2001 and is run by Childbase Limited. The nursery operates from a converted house in Twyford, Berkshire. The nursery employs 52 members of staff who work with the children. Of these, 33 hold qualifications at level 3 or above. Four members of staff hold qualifications at level 6, and two members of staff have qualified teacher status. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Anneliese Fox-Jones
Bartholomew Tracy

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the nursery.
- This inspection was carried out as part of a risk assessment process.
- The manager and the inspectors had a learning walk. The inspectors observed activities in the six main base rooms and garden. They talked to staff about the progress individual children are making and what they want the children to learn.
- A joint observation was carried out by the inspectors and the manager. The inspectors observed interactions between staff and the children and the impact these have on children's learning. The inspectors checked evidence of the suitability and qualifications of staff working with children.
- The inspectors reviewed relevant documentation, including staff qualifications, staff's records and evidence of paediatric first-aid training. The inspectors had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspectors spoke to parents and children during the inspection and took account of their views.

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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