

Inspection of The Cedars Nursery Sunderland

6 The Cedars, Ashbrooke, Sunderland, Tyne and Wear SR2 7TW

Inspection date: 30 November 2021

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

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised. The manager does not ensure that the setting's safeguarding policies and procedures are followed, particularly in relation to the safe use of mobile phones and cameras in the setting. Although the manager and staff do not ensure that the safeguarding policy is adhered to, children appear to be happy in their play. Children, including those with special educational needs and/or disabilities (SEND), make good progress in all areas of their learning. They settle well and show that they form close relationships with staff. Children hold out their hands and tell staff that they would like to cuddle because they are tired. They benefit from a suitable curriculum that is designed to build on children's interests and previous skills. Children have access to a wealth of books and share stories with staff. They confidently talk about the adventures of different characters. They show listening skills as they join in with repeated words and phrases. This helps to promote children's language and communication skills.

Due to the COVID-19 pandemic, parents no longer enter the main building. They drop off and collect their children from the reception area. Staff have increased the use of online communications with parents. This includes parents accessing information about their children's day through a secure online platform.

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

- There has been a recent turnover of staff, which has caused the team to be unsettled. Furthermore, there is currently no named deputy nursery manager in place to take charge in the absence of the manager. Although supervision sessions are in place, some staff comment that they do not feel supported by the manager. This does not promote staff's well-being effectively.
- Staff engage children in conversation and talk to them about what they can see them playing with. Older children are encouraged to recall their learning and staff engage children in meaningful conversations. However, some staff, particularly in the toddler room, do not provide children with enough time to think about responses to questions asked before they ask further questions.
- Children form good friendships with one another and develop good levels of self-confidence. They are independent and participate in small tasks appropriate to their age and stage of development. For instance, they help to tidy away toys and activities and help prepare for mealtimes. However, weaknesses in safeguarding practice have an impact on children's safety and well-being.
- Children show that they enjoy listening to familiar stories. Babies snuggle up close to their key person and smile as staff read stories over again. Staff emphasise words and phrases and show positive body language and facial expressions. Babies clap their hands in response to questions asked. Older children have a wide range of books available to them. During story time, they

show an interest in living things as they listen to stories about nocturnal animals.

- Staff promote children's awareness of the differences between themselves and others. They provide children with opportunities to learn about cultures, faiths and traditions that are different to their own. This helps children to develop an understanding of the wider world.
- Partnership working with parents and other professionals is a strength of the nursery. The manager and staff regularly share information with parents and professionals regarding children's learning and development. Staff put measures in place to address any emerging gaps in children's learning. This means that children are well prepared for what they need to learn next.
- Children are encouraged to follow high standards of hygiene. They are provided with a range of healthy and nutritious meals. The manager discusses the importance of children understanding where food comes from. There is a designated allotment area at the bottom of the nursery garden. During the spring and summer months, children learn to grow a range of vegetables, which they then cook and eat.
- Children behave well. They are provided with reminders about the nursery rules. Children learn to respect others and to share and take turns. This helps to promote children's confidence and social skills.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff do not implement the setting's safeguarding policy. For instance, staff have access to personal mobile phones in the nursery rooms. Staff, particularly those working with older children, are left alone in the room with sleeping children and with children who use the bathroom on their own. The setting's policy states that all personal mobile phones are to be stored in lockers. This means that children's safety and well-being are compromised. The manager and staff have a basic understanding of safeguarding issues and are able to demonstrate how they would deal with a concern about the welfare of a child.

What does the setting need to do to improve?

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

	Due date
implement effective safeguarding practices, particularly regarding the use of mobile phones and cameras in the setting	17/12/2021

improve supervision arrangements to ensure staff's well-being is continually promoted and staff coaching is effective	17/12/2021
ensure that a named deputy, who is capable of running the nursery in the absence of the manager, is in place.	17/12/2021

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

- provide young children with enough time to think about responses to questions to help to extend their thinking skills.

Setting details

Unique reference number	318589
Local authority	Sunderland
Inspection number	10214152
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	86
Number of children on roll	58
Name of registered person	The Cedars Nursery Limited
Registered person unique reference number	RP902102
Telephone number	0191 565 2549
Date of previous inspection	6 September 2018

Information about this early years setting

The Cedars Nursery Sunderland registered in 1996. The nursery employs eight members of childcare staff. Of these, one has early years professional status and seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views on the setting with the inspector.

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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