

Inspection of The Cedars Nursery Sunderland

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

Inspection date: 9 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

All children receive a warm welcome at this nursery. They arrive happily and quickly settle. Children form close bonds with staff and enjoy the time they spend with them. They greet their friends and take part in a broad range of learning opportunities with enthusiasm. Babies show that they feel secure as they smile and reach out to staff and respond to their name. Children learn to look after resources well. For example, they handle books carefully. They pick toys up if they drop them on the floor and learn to put on their own coats and boots. Even though this is tricky at first, they keep trying until they can do it by themselves.

Children display keen interest in their play and learn to make decisions about what they want to do. For example, older children spend time deciding which wheeled toy they would like to try out. They demonstrate confidence in their abilities, for example when navigating the bicycles that they ride. Older children enjoy taking on the role of 'special helper'. They confidently sound the drum to alert their friends that it is time to tidy up. This helps to boost their self-esteem and confidence. Staff act as good role models to children and praise them about the good choices they make. Children copy this to support and encourage one another by saying 'good job', 'well done' and 'we've done it'.

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

- The manager and staff are determined that all children make the best possible start to their education. Staff complete accurate ongoing assessments for children's learning and identify what children need to learn next. However, very occasionally, the management team has not checked that the required progress check at two is completed in a timely manner. That said, staff competently identify any gaps in children's learning and make sure plans are put in place, so that children make good progress in their learning.
- Children respond well to staff's clear expectations of their behaviour. Older children learn to follow simple rules and routines quickly. For example, they know when it is time to stop playing and tidy up. They walk sensibly indoors and save their running for outside. Right from the start, children are taught the importance of sharing and of being kind to one another. They are polite and well mannered, and behave well. As children play, firm friendships are formed.
- Staff give emphasis to developing children's speaking and listening skills. They model language and engage children well in conversations. Staff take time to listen to children and help them to express their views. Story times feature daily. Staff use these times well to introduce children to new vocabulary and texts. Children delight in joining in with familiar phrases and enjoy the anticipation of what comes next. However, there are too few opportunities provided for children who speak English as an additional language to develop and use their home

language in either their play or their learning.

- Outdoor learning helps children develop an understanding of the world and improve their physical development. Children are taught to understand risks and to think about how they can stay safe. Staff support children to develop good health and well-being. They provide healthy food for them to eat, plan opportunities for regular exercise and talk to them about brushing their teeth.
- Staff take prompt action when they identify any gaps in children's learning. They adapt their own practice and make referrals to other professionals to ensure all children receive the support they need. This approach helps to ensure that any children with special educational needs and/or disabilities are fully included.
- Staff foster children's curiosity in mathematics. For example, children develop their understanding of number in small, manageable steps. Staff repeat activities such as songs and counting to help children secure their knowledge. They build the teaching of mathematics into the daily routine. Staff help children to develop mathematical language. Children learn to identify shapes and solve mathematical problems through play.
- The manager consistently evaluates the ongoing performance of the nursery and considers the views of staff and parents. Staff feel that they are managed well, receive good support and are given meaningful professional development opportunities. Parents are keen to share the positive difference the staff make for their children and families. They speak highly about their children's experiences and the committed staff team.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their duty to protect children and report any concerns they may have about a child's well-being. They know how to recognise potential risks to children's welfare, including exposure to extreme views or domestic abuse, or possible concerns about the behaviour of a colleague. Staff undertake regular training in safeguarding, receive updates and know the importance of following correct procedures, including the storage of mobile phones. The manager follows safe recruitment guidance. Since the last inspection, the provider has appointed a suitably qualified and experienced deputy. Staff closely supervise children and provide a secure environment to ensure their safety.

What does the setting need to do to improve?

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

- improve the arrangements for checking that assessments of children's development are completed in a timely manner
- provide more opportunities for children who speak English as an additional language to develop and use their home language in play and learning.

Setting details

Unique reference number	318589
Local authority	Sunderland
Inspection number	10218326
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 at time of inspection	0 to 4
Total number of places	63
Number of children on roll	60
Name of registered person	The Cedars Nursery Limited
Registered person unique reference number	RP902102
Telephone number	0191 565 2549
Date of previous inspection	30 November 2021

Information about this early years setting

The Cedars Nursery Sunderland registered in 1996. The nursery employs 10 members of childcare staff. Of these, one has early years professional status and eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents 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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