

Inspection of The Cedars Nursery Newcastle

Cherrytree House, Grainger Park Road, Fenham, NEWCASTLE UPON TYNE NE4 8SX

Inspection date: 25 October 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The provider, manager and staff team are committed to supporting the diverse community where they are located. Each child is valued as an individual and staff help them to celebrate what makes them unique. Children build on their life experiences and learn about the values and traditions in their community and the wider world. Children are happy in nursery and have a strong sense of belonging.

Staff want the best for all children and help them to make good progress in their learning. The quality of education is good, overall, and at times, exceptionally strong. Pre-school children delight in their learning. Staff's highly skilful interactions help them to become absorbed in their learning. Children listen intently, with awe and wonder, anticipating what exciting items staff hold in their hand after collecting nature objects from the garden. They go on to use leaves, twigs and fruits to make homes for model dinosaurs, sharply focused on their task. Staff model rich and varied language and ask skilful questions that encourage children to think. This contributes to the excellent progress children have made in their communication skills. Toddlers develop good physical skills as they climb, run and ride wheeled toys in the garden. Babies enjoy sensory play, exploring paint with their hands.

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

- Staff take account of children's interests and opinions. For example, children expecting a new baby at home pretend to feed and dress dolls in the role play area. Children vote for their favourite foods to be added to the menu and which stories they will listen to. This helps children to feel valued and motivates them to learn.
- Children show good mathematical skills. They count and compare apples in the garden and recognise numbers while building with bricks. Staff support this well, for example, by challenging children to calculate 'one more' and 'one less'.
- Assessments are accurate and staff take full consideration of the impact that the COVID-19 pandemic had on some children's development. Plans to help children to catch up in their learning are greatly successful and are complemented by excellent partnerships with other professionals.
- Occasionally, group activities are beyond children's comprehension. For example, very young children, under the age of two, do not understand staff's teaching about the weather and days of the week. At these times, some children do not listen or take part. This does not support their learning as well as possible.
- Children work together during play. They make an obstacle course in the garden, then take turns to balance along it. Staff teach children to be kind and to manage their feelings and frustrations. Children learn to hold up their hand and say 'Stop, I don't like that,' if a friend upsets them, and to seek out an adult for support.

- Staff feel valued and morale is high. However, the manager has not fully reinstated high-quality supervision and coaching arrangements following changes made due to the COVID-19 pandemic. Minor weaknesses in teaching are not addressed as swiftly as they could be to raise the overall quality to an even higher level.
- Parents praise staff for their friendly approach and excellent communication. They feel very much involved in nursery life. Parents attend meetings where they share their ideas and suggestions, and they attend training alongside staff. They attend coffee mornings and play sessions.
- Children learn about healthy lifestyles. Meals are meticulously planned to meet their nutritional needs. Staff teach children about dental health and personal hygiene. They acknowledge the benefits of outdoor play on children's mental health and well-being, ensuring that children get fresh air and exercise daily.
- Leaders ensure that additional funding is used effectively. Children with special educational needs and/or disabilities benefit from resources that help them to learn and develop new skills.
- The provider overlooked a requirement to inform Ofsted about new people with legal responsibility for the provision. Disclosure and Barring Service checks and health checks have been completed by the provider. He took swift action and demonstrated a proactive attitude to rectify this on the day of inspection. There is no impact on the safety and welfare of children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their responsibility to safeguard children. Staff know how to identify children at risk from harm or abuse. Leaders communicate effectively with other agencies and services to ensure that children and families get the help that they need quickly. The provider ensures that staff are suitable to work with children. Procedures, in line with current legislation and guidance, are in place to manage allegations about staff if there are concerns about their suitability or behaviour. Staff are vigilant and supervise children well. They help children to manage their own safety, for example by teaching them to be careful when walking up muddy banks.

What does the setting need to do to improve?

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

- consider young children's learning needs more precisely when planning group activities
- strengthen the arrangements for staff support and coaching to address minor weaknesses swiftly and enhance the already good teaching.

Setting details

Unique reference number	EY218828
Local authority	Newcastle upon Tyne
Inspection number	10229463
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	130
Name of registered person	The Cedars Nursery Limited
Registered person unique reference number	RP902102
Telephone number	0191 298 3333
Date of previous inspection	6 December 2016

Information about this early years setting

The Cedars Nursery Newcastle registered in 2002. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including three at level 6. 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

Clare Wilkins

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- The provider and the manager met with the inspector to discuss leadership and management issues. The inspector viewed relevant documents provided, including evidence of the suitability checks carried out on staff and others associated with the registered provision.
- The inspector spoke to staff and children at appropriate times during the inspection. A number of parents met with the inspector to share their views, and others provided written feedback.

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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