

# Inspection of Cedars Day Nursery

Mentmore Road, Leighton Buzzard, Bedfordshire LU7 2PA

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Inspection date: 30 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

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 welcomed into the nursery by friendly staff and they settle quickly. Children know and understand the routines in each room across the nursery and eagerly begin their day. Pre-school children sign themselves into the room using their photos. This gives them a sense of belonging in the nursery. Younger children enjoy the comfort of staff members as they observe what activities are available to them, before confidently exploring. Staff are aware of children's individual needs. They closely follow babies' routines from home, ensuring consistency in their care.

Children's behaviour is exemplary. Staff are good role models for children and have high expectations for their behaviour. They have a clear understanding of positive behaviour management and use this well to support children. Staff talk to children as disputes arise, discussing their emotions and how they feel. This helps children to develop confidence in managing their own emotions. Staff encourage children to create ideas to resolve disputes, supporting and offering ideas if needed.

Children learn to be independent from an early age. Babies learn to feed themselves with spoons, as older children serve their own snacks and meals. Across the nursery, children make independent choices about their learning, including choosing whether to play inside or outside.

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

- The manager and staff team create an ambitious curriculum for all children. A robust settling-in policy ensures that key persons gather information on what children can already do, and what they need to do next. Staff use children's interests to support their learning. They ensure children have opportunities to develop their natural curiosity. Babies explore sensory 'sound bags' as staff introduce new words such as, 'crunch'. Knowledgeable staff ensure all babies can explore and experience new activities.
- The outdoor learning spaces provide children of all ages access to daily fresh air. Children enjoy a wide range of learning opportunities, including a pond area where they learn about wildlife. Children learn how to keep themselves safe in this area. They monitor the lifecycle of frogs as frogspawn appears in the pond. Younger children roll balls down pipes and staff allow them to explore this independently. Staff observe as children roll balls down the pipe from different positions, allowing them to be curious learners.
- Transitions are well supported throughout the nursery. Key persons complete documents to share children's development information. Staff meet to discuss individual needs and personality traits. Parents are well informed of transitions and the nursery ensures parents are fully supported.
- Children develop a love of books from a young age. They enjoy sharing stories

with staff in a range of different environments. In the garden, children cosy up with staff on a blanket and choose stories to be read to them. They enjoy guessing what might happen next and talking about what they can see in the pictures. In the baby room, books are shared to help children build on their learning. For example, as children explore a farmyard activity, they look at the animals in the book.

- Parents are highly complimentary of the nursery. They talk about the, 'kind and friendly nature of the staff team' and how happy their children are to be at the setting. Parents feel very well informed of their child's learning journey. They welcome the photos and observations they can view on the online portal. Families often return to the nursery with their second and third children.
- The manager is highly reflective of the nursery. She supports changes to improve the education and care provided to all children. She recognises staffs individual strengths and delegates responsibilities well. Staff feel very well supported in their roles and receive good opportunities to enhance their professional development with further training. However, leaders and managers do not always ensure information is cascaded to staff effectively. For example, they do not consistently monitor the implementation of specific education plans.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff in the nursery are highly knowledgeable about safeguarding children. They are aware of the signs and symptoms of abuse and are alert to any issues that may give them cause for concern. Staff are confident to report any allegations independently and understand the recording and reporting processes. Staff speak confidently about the wider issues in society such as county lines. Regular training is completed by all staff and there is a positive safeguarding culture across the setting. Robust risk assessments are completed regularly to ensure children's safety within the nursery.

## **What does the setting need to do to improve?**

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

- strengthen monitoring of staff practice to ensure information has been clearly cascaded to all staff and implemented into practice.

## Setting details

<b>Unique reference number</b>	EY235059
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10234666
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	99
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Childbase Partnership Limited
<b>Registered person unique reference number</b>	RP900830
<b>Telephone number</b>	01525 850200
<b>Date of previous inspection</b>	31 January 2017

## Information about this early years setting

Cedars Day Nursery registered in 1991. It is one of a chain of nurseries operated by Childbase Partnership Limited. The nursery employs 51 members of childcare staff. Of these, 37 hold appropriate early years qualifications at level 2 and above, including two members of staff who hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Lisa Smith  
Lorraine Sunter

## 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, room leaders and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspectors carried out two joint observations within two rooms across the nursery.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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