

Inspection of Cedar Daycare

Hazelbury Primary School, Haselbury Road, Enfield, London N9 9TT

Inspection date: 10 January 2023 - 22 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Warm and friendly staff welcome the children into this engaging environment. They form close bonds with staff who are attentive to their needs. Children demonstrate that they feel safe and secure as they seek staff out for cuddles and reassurance. They freely explore the large range of enticing activities available to them. Indoors, children enjoy role play as they pour water and wash small cars in the water tray. They benefit from comfy spaces to rest and listen to stories read by staff. Photos of children's families displayed around the setting help younger children feel a sense of belonging and familiarity.

Children enjoy outside play in all weathers. They benefit from well-organised, exciting garden spaces. As they explore, children learn positional concepts as staff weave mathematical language into their play. For example, children, together with staff, look for buried items around the garden with torches and spades. Staff encourage children to look 'under' and 'in-between' as they investigate. Children develop their physical skills as they climb logs and dig in sand. They learn the importance of healthy lifestyles as they wash their hands before eating. Staff use toothbrushing activities to teach children about the importance of oral health.

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

- Managers lead a well-designed curriculum that covers all areas of learning. Staff contribute and make daily adaptations, according to children's interests and their individual next steps in learning. They plan a meaningful learning environment, which helps to promote children's curiosity. For example, children ask questions about the dinosaurs inside the 'curiosity cube'. This encourages their communication development.
- Children's language and communication skills, including those who speak English as an additional language, make good progress. Staff use sign language alongside their spoken language. This provides children with an alternative way to make themselves understood. Staff introduce new vocabulary to enhance children's play experiences. For example, as young children engage in water play, staff say, 'Squeeze, squeeze the sponge'.
- Children generally manage their personal care well. They wash their hands and sit at the table ready for their packed lunch. However, staff sometimes do too much for the children that impinges on their ability to do things for themselves. While the manager has plans in place to address developing children's independence even further, these are not yet fully embedded.
- Staff support children to develop positive self-esteem through the setting's values. Children learn to identify and label their feelings with the 'positive affirmations' mirror. Staff encourage children to talk about how their emotions make them feel. They work hard to promote children's emotional well-being and

kindness.

- Children's transitions are organised well. They benefit from home visits and carefully planned settling-in sessions with their key person before starting. This helps children develop relationships with staff, and they quickly settle. The manager and staff work closely with the school to support children's transfer to full-time education effectively. They take children on several visits to the school to become familiar with the space and to get to know the teachers.
- Partnerships with parents are good. They say they are pleased with the effective communication methods used to share daily updates about their children. In addition to this, they appreciate the parent consultations and developmental summaries, and they feel well informed of their child's progress. Parents feel supported to continue their children's learning at home with ideas shared from staff. Children borrow books each week to share and enjoy with their family.
- Children's behaviour is good. Staff reward children for their perseverance when faced with challenging activities, such as counting to 10. Children are pleased when they receive a sticker for their efforts. Staff support children to take turns and share. However, when children struggle to share resources, staff sometimes intervene too quickly. This means children do not always have time to learn to manage conflict independently.

Safeguarding

The arrangements for safeguarding are effective.

Staff regularly update and refresh their knowledge and understanding about safeguarding, helping them remain vigilant in their roles. The managers have robust safer recruitment procedures in place. They ensure that any new staff quickly familiarise themselves with the policies and procedures they need to follow, including whistle-blowing procedures. Staff understand their responsibility to protect children from harm and are aware of wider safeguarding concerns, including the 'Prevent' duty and female genital mutilation. Managers ensure staff are clear about their role and responsibilities through regular supervision meetings. All staff are paediatric first-aid trained. Staff supervise children during mealtimes to ensure they can quickly respond to a child's needs.

What does the setting need to do to improve?

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

- guide staff to provide children with more opportunities to become independent and do things for themselves
- help staff to understand how to encourage children to resolve conflicts independently.

Setting details

Unique reference number	2594151
Local authority	Enfield
Inspection number	10251334
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 3
Total number of places	8
Number of children on roll	13
Name of registered person	Connect Education Trust
Registered person unique reference number	2594150
Telephone number	020 8807 3140
Date of previous inspection	Not applicable

Information about this early years setting

Cedar Daycare registered in 2020. It is situated on the Hazelbury Primary School site in Enfield. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 5 or above, including the manager who holds a NPQH headship qualification at level 7. Opening hours are from 8.15am until 5.30pm, Monday to Friday, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rachael Small
Sarah Stephens

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 took the inspector on a learning walk to gather information about the setting's curriculum and the experiences provided for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager carried out a joint observation with the inspector.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.
- Parents shared their views of 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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