

# Inspection of Cedar House Day Nursery

South London & Maudsley NHS Trust, Maudsley Hospital, Denmark Hill, De-Crespigny Park, London SE5 8AZ

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Inspection date: 13 March 2023

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children explore happily at this nursery. They spend lots of time outside in the garden. Outside, babies play with the pushchairs as they practise walking, running and stopping. Older children use large play equipment as they slide down the slide and play hula with the hoops. All children learn to lead healthy lifestyles. They develop physical strength as they spend time practising new skills in their play.

Children speak with increasing confidence. They listen to staff and answer questions as they play. For example, in the pre-school room, children explore the weighing scales. They move pasta from one scale to another. Children use language such as 'heavier' and 'lighter'. They learn the word 'balance' and explore what it means. Staff check that children understand how to weigh objects. Children are excited to learn. They understand new concepts and talk about them.

Managers recognise that uncertainty regarding the future of the nursery has been challenging. They have a clear vision, policies and procedures for the nursery. However, they do not ensure that these are fully understood by all staff. There are inconsistencies in how staff implement policies, which means that children's well-being is not always well supported.

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

- Managers create policies and procedures to support children's well-being and learning needs. However, they have not checked to make sure that all staff understand procedures fully. Policies are not always implemented consistently by all staff. Staff do not always know the procedures to follow to fully promote children's well-being. For example, staff do not always react when children need emotional support. Children's emotional security is not always fully supported.
- The manager and staff create a curriculum with a clear learning intent. Staff demonstrate a strong understanding of how children learn. For example, they give children plenty of time to practise new skills. Children are well prepared for the next stage of their education.
- Staff find out what children know and can do. They use this information to plan ambitious activities. For example, in the pre-school room children are at different stages of pencil holding. Staff plan a range of structured activities for children to develop their writing and drawing skills. Children display their work and take pride in their achievements.
- Staff plan a range of focused activities to extend children's understanding. For example, in the pre-school room staff read night-time stories as they teach the children about night and day. However, at times staff do not consider that some children need additional support to join in. On occasion, some children are not able to be deeply engaged in focused activities.

- Staff support children's language skills well. They skilfully identify the new vocabulary that children need to learn. Staff teach children new words using objects, stories and songs. For example, outside the babies play with pretend fruits and vegetables. They use new words for fruits, such as 'watermelon', as they make snacks for the staff. Children are confident talkers and speak with increasing fluency.
- Staff understand that some children need additional support with their learning. They use assessment to identify children's gaps in developmental milestones. Staff work with experts to support children with special educational needs and/ disabilities. Children receive early help where required. They are ready for the next stage of their education.
- Parents say that children are happy at the nursery. They report that daily diaries help them to understand what the children are learning about. Parents say that they borrow books from the nursery and read them at home together. They report that this helps them to extend their children's learning at home.
- Managers are reflective of their practice. The manager regularly arranges training to help teaching to improve over time. For example, staff have recently undergone training on risky play. They say that this has helped them to not step in as quickly when children try challenging new activities. Children can develop their resilience.

## Safeguarding

The arrangements for safeguarding are effective.

Staff carry out regular risk assessments of the setting. They ensure that children have a safe environment to learn and play in. Staff are aware of the safeguarding issues affecting children. They are able to talk about the signs that may indicate that a child is at risk of abuse or harm. Staff understand the action to take in the event of allegations against staff. All staff report that they would report their concerns to their designated safeguarding lead.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that all staff understand the policies and procedures of the nursery to fully support all children's well-being.	17/04/2023

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

- develop planning further to ensure that all children are consistently supported to engage in their learning.

## Setting details

<b>Unique reference number</b>	EY299642
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10276680
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	The South London and Maudsley NHS Foundation Trust
<b>Registered person unique reference number</b>	RP911501
<b>Telephone number</b>	0203 228 2580
<b>Date of previous inspection</b>	27 July 2017

## Information about this early years setting

Cedar House Day Nursery is run by the South London and Maudsley NHS Trust. It registered in 2005 and is based within the Maudsley Hospital, located in the London Borough of Southwark. The nursery is open from 8am to 6pm, Monday to Friday, all year round. The nursery employs 15 members of staff, two of whom hold an appropriate early years qualification at level 6 and 13 of whom hold an early years qualification at level 3. The nursery provides funded early education for children aged three and four years.

## Information about this inspection

**Inspector**  
Kate Daurge

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- Children communicated with the inspector during the inspection.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate 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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