

# Inspection of Spring Cedars

Northbrook Close, Exeter EX4 8LD

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Inspection date: 12 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enter the nursery confidently and happily, eager to see what resources and activities staff have set out for them. They are welcomed warmly by the friendly staff team, which helps the children to settle quickly. Staff give children their full attention and work hard to promote their personal and emotional development in particular. Children are confident and feel emotionally secure in staff's care. The older children talk about their feelings and emotions during group times, such as explaining why they feel happy or worried. Staff help children to learn the expectations for their behaviour. Children recall the rules and remind their friends of them throughout the day, such as telling each other what the behaviour cards mean when staff hold them up.

Leaders and staff know the children well and plan a broad and ambitious curriculum to build on what the children know and can do. Staff are clear about what they want children to learn next and provide good support to meet their individual needs. Staff identify when children may require additional help swiftly and work closely with parents and other professionals to provide a consistent and tailored approach for these children. All children, including those who have special educational needs and/or disabilities (SEND), make good progress and develop a positive attitude to learning.

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

- Leaders and staff are committed to providing high-quality care and education for all children. Leaders provide effective support and coaching for staff to strengthen their knowledge and skills. As a result of recent training, staff working with the pre-school children have recently begun to use signing to support children's communication and language. This is already having a positive impact on children's confidence to express their needs and to communicate with each other.
- Overall, staff use appropriate strategies to support children's communication and language development. They repeat clear and simple language, pause to encourage children to join in with well-known nursery rhymes and model a broad vocabulary. For example, they teach children what courgettes are and use mathematical language, such as 'half'. At times, although staff sit with the children as they play, learn and eat, they do not engage them in discussions, to extend their language development further.
- Staff place a strong emphasis on supporting children to be independent from a young age. Babies are encouraged to wipe their own nose and pre-school children put on their coat and boots and use cutlery ably at mealtimes. Children are confident to manage their care needs by themselves and are keen to help staff, such as when setting the table at mealtimes.

- Parents speak very highly of the nursery. They talk about the nutritious home-cooked lunches, the regular updates they receive about their children's learning and development and the close relationships that staff form with the children. On occasion, staff do not find out about children's experiences at home in as much detail as they could, to enable them to work more closely with the parents to promote even greater consistency in children's care and learning.
- Staff form sensitive, respectful and caring relationships with the children. For example, they ask babies if they can wipe their hands and face after mealtimes and repeat actions playfully if they make the babies giggle. Staff initiate games with them, such as rolling balls back and forward to them, which helps to develop the babies' understanding of social interactions.
- Staff have clear intentions for children's learning. Staff working with the babies provide activities that strengthen their legs and core strength, to help them learn to stand and take their first steps. Pre-school children learn to count, recognise numbers and letters, and build their coordination and hand strength such as when peeling, grating and chopping vegetables.
- Staff kindly reassure children that they can change their clothes when they have finished playing, so it does not matter if they get dirty. This gives children the confidence to play, learn and explore freely using their senses. They paint with their hands, transport rice into containers and laugh when they fall over in the mud in the garden.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen staff's interactions with children to support and encourage the children to speak more and extend their communication and language development further
- develop partnerships with parents even further, to exchange more detailed information about children's routines and experiences at home, to enable greater consistency in their care and learning.

## Setting details

<b>Unique reference number</b>	EY551303
<b>Local authority</b>	Devon
<b>Inspection number</b>	10305408
<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>	46
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Telephone number</b>	01392 277 682
<b>Date of previous inspection</b>	20 February 2018

## Information about this early years setting

Spring Cedars registered in 2017. It is situated in the Beacon Heath area of Exeter, Devon and is managed by Action For Children Developments Ltd. The nursery is open from 7.45am to 5.45pm on Monday to Friday, all year round. There are 11 members of staff, including two kitchen staff. Of the 9 staff who work with children, including the manager, 7 hold childcare qualifications of at least level 2. The nursery is in receipt of funding for free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Sarah Madge

## 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and considered the impact on children's learning.
- The inspector spoke with several parents and carers to take account of their views.
- Staff held discussions with the inspector to share their experiences, feedback and knowledge of policies and procedures.
- The inspector carried out a joint observation of a group activity with leaders.
- Leaders met with the inspector to discuss the day-to-day running of the setting.

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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