

Cedars Nursery

Inspection report for early years provision

Unique reference number EY218828
Inspection date 20/03/2009
Inspector Jayne Utting

Setting address Cherrytree House, Grainger Park Road, Newcastle upon Tyne, Tyne and Wear, NE4 8SX
Telephone number 0191 298 3333
Email
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Cedars Nursery Ltd in Newcastle-upon-Tyne, was registered in October 2002. The partner nursery in Sunderland, Tyne and Wear opened in 1996.

The nursery operates from two floors of a three story detached mansion, set within enclosed grounds. It is situated in the residential, west end of Newcastle-upon-Tyne. The nursery serves the surrounding areas, as well as people commuting to the city centre.

The provision is registered on the Early Years Register to provide care and education for up to 70 children aged under five years. The group currently has 71 children on roll which includes 21 children who are in receipt of funding for nursery education. The group is open 51 weeks of the year. Sessions are available between the hours of 07.30 until 18.00 and children can attend for a variety of sessions. The nursery offers support to children with special needs and children who speak English as a second language.

There are 14 permanent members of staff at the Newcastle site, who work with the children. All have relevant early years qualifications, apart from one staff member who is working towards one. There are supply nursery staff available, and further support staff within the company, who have various roles and responsibilities. The setting also receives support from childcare consultants based in the Local Authority. They have worked hard to achieve the National Day Nurseries Association Quality Counts, Investors in Children Award and the Investors in People Award.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff are extremely well supported, motivated and inspired by the highly experienced and skilled management team, who have a clear commitment to them and the nursery as a whole. There is an overriding commitment to inclusion and staff act as excellent role models for the children, fostering a positive attitude to diversity, ensuring children develop respect for individual and differing needs as well as confidence in their own unique abilities. This combined with highly effective systems for the evaluation of the nursery's provision ensures all staff are aware of strengths and areas for improvement within the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the current provision of space for babies to enable them to sleep without disturbance
- build upon existing systems for observations and assessments ensuring

these are used consistently to identify ongoing learning priorities.

The leadership and management of the early years provision

The manager is totally committed to her staff and children and has a very clear vision for the nursery. This is reflected in the effective and enthusiastic day-to-day management of the setting. A high priority is given to ongoing personal development and staff are well supported and given clear direction through regular team meetings and the open-door style of management used. As a result, staff are highly motivated and work extremely well together, sharing a common sense of purpose.

An extensive and detailed range of policies and procedures, including child protection, complaints, behaviour management and equal opportunities, are used to inform practice and protect the welfare of the children who attend. There are well maintained registration systems in place to record attendance, as well as effective recording systems for medication administration, accidents and allergies. These are all meticulously kept, monitored and efficiently stored. Children are introduced to visitors present that day so they are aware of why strangers are in the setting. All staff are subject to rigorous recruitment, vetting and induction procedures. This ensures that they are aware of their roles and responsibilities, and confirms their suitability to work with children.

Children with learning difficulties and disabilities are fully included in the setting and sensitively helped to participate fully in all activities. The setting provides one-to-one assistance for children as required and works extremely closely with both parents and outside agencies to ensure they gain the maximum enjoyment and learning opportunities within the setting.

Extremely detailed and informative information is given to parents before their child starts the nursery and this, combined with several induction sessions, enables both parent and child to become familiar with the setting's routines. Parents are also kept up to date with significant events that are happening during their child's time at nursery through a regular newsletter as well as dedicated notice boards. The provision of a handbook detailing all the setting's written policies further ensures that parents remain informed as to the aims and objectives of the group. Staff work extremely closely with parents in relation to the provision of nursery education, providing relevant information regarding nursery activities as well as regular meetings to review progress. Children's development files are always easily accessible to parents. Their contributions to these files are highly valued by staff, ensuring the ongoing continuity of care for each child. Information relating to planning and daily activities, as well as other general information about future events, is available on a dedicated parents' notice board.

The participation of senior staff in local cluster groups and interagency teams, ensures that the nursery maintains highly productive links particularly with other local providers delivering the Early Years Foundation Stage.

The provider has implemented an exemplary system to monitor and evaluate the provision, working closely with all staff and parents to produce a comprehensive action plan which clearly identifies targets for further improvement. A recent example of this plan's impact has been the nursery's achievement of the National Day Nursery Association's Quality Counts Award.

The quality and standards of the early years provision

An extremely welcoming, stimulating and inclusive environment is created, where all children are acknowledged and respected as individuals. Children interact with staff in a very relaxed and warm manner and they build excellent relationships with their peers. There is opportunity for children to participate in a wide range of new and stimulating experiences and they are encouraged to take an active role in all groups. Staff communicate well with children using clear and simple language, which in turn helps children to learn and develop well.

Staff have a good knowledge of the Early Years Foundation Stage (EYFS). Key workers regularly monitor and observe children as they participate in activities and use this to inform future activities, ensuring they are sensitive to the differing needs of each child. Children's achievements are well recorded and there is good use made of photographic evidence to support written observations. However, children's development files do not consistently identify the next steps in each child's learning. This has an impact on the effectiveness of ongoing planning for individual children.

Babies have a wealth of experiences to stimulate their awareness of self, promote learning and knowledge and their general well-being. They listen to a wide range of music, shake, rattle or bang boxes and bottles of beads and rice, to make their own delightful music. They thoroughly enjoy looking at their reflection in the low level mirrors on the walls, with staff giving them lots of support. Other activities, such as body painting and exploring jelly and gloop ensure that children experience a range of sensations to stimulate their senses and provide them with excellent opportunities to vocalise their enjoyment. All children have access to a wide range of real life, commercial and natural resources. For example, toddlers play enthusiastically with several cardboard boxes, building towers and making dens with them, as well as taking time to explore the textures of the different materials that have been glued onto them. Home corners set up as a hairdressers and a school, packed full of real world resources, such as hair dryers and a black board, provide a wealth of enjoyment for the children as they become absorbed in their make-believe play. Children of all ages engage enthusiastically with visiting musicians who encourage them to move to music, listen to and join in with rhymes and songs whilst teaching them to use a variety of blocks, shakers and body movements to explore sounds and rhythm.

Children play enthusiastically in the well planned, exciting outdoor area, where staff are on hand to help children take an interest in the environment and living things. For example, children spend time with the nursery's gardener, learning about the plants and shrubs as well as planting flowers in tubs and wellies. This, combined with their involvement in the care of the nursery's gerbil and guinea pig

help children develop an understanding that living things need to be nurtured and cared for if they are to thrive.

Children enjoy a wide range of delicious and highly nutritious snacks and meals that are planned and prepared on site, taking children's needs and preferences into consideration. This combined with activities about healthy eating, promotes the children's good health overall. Low level sinks and accessible soap dispensers, along with photographs showing how to wash hands and clean teeth, encourages children to develop independence in carrying out these tasks for themselves from a very early age. Babies home routines are followed closely with relaxing, calming music played to help them off to sleep. However, some younger babies put down to sleep in bouncers are occasionally disturbed by older more mobile babies. The nursery are aware of this and have proposed appropriate actions to address this issue.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.