

The Cedars Neighbourhood Nursery

Inspection report for early years provision

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Inspector Rachael Williams

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

The Cedars Neighbourhood Nursery is part of Beacon Heath Children's Centres. It is a community project managed by Action for Children. It operates from a converted detached house in the Beacon Heath area of Exeter, Devon. Babies have their own play room, sleep room and adjoining outdoor area on the ground floor. Toddlers and pre-school aged children share an open plan environment. The outside area is fully enclosed. Children also have access to a designated pre-school room on the first floor for small group work. Toilet facilities are on both floors. The nursery also has a kitchen, office, cloakroom and small group room which is also used to accommodate children's sleep. The nursery has been registered since 2004 and provides care for up to 46 children in the early years age range; of which 12 may be under two years. It is registered on the Early Years Register. There are currently 104 children on roll. It is open 52 weeks of the year, from 7.30am to 6pm on weekdays. The nursery supports children who have special educational needs and/or disabilities and for whom English is an additional language. The manager has a foundation degree and is supported by an additional 16 members of staff, who include a qualified teacher, a practitioner who has early years professional status and two graduate practitioners; most staff have level 2 or above early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Welfare is well promoted overall within an inclusive nursery where well-qualified and experienced practitioners have excellent knowledge of children's starting points and capabilities. Each child is respected as an individual and caring relationships are established. Positive relationships have been established with parents and other early years professionals to ensure continuity in children's care, learning and development. Children make excellent progress in their learning. Those in charge have good understanding of their priorities and ways to improve the setting through effective self-evaluation systems.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- organise nappy changing arrangements to ensure children's safety at all times.

The effectiveness of leadership and management of the early years provision

Robust systems have been established to ensure children are cared for in a safe and secure environment. Comprehensive risk assessments are completed four times a year which include reviewing and updating all policies and procedures. An action plan, which has input from all practitioners, details areas for improvement such as, a new digital door lock and radiator covers to provide a safe environment for children to explore. Rigorous recruitment and induction arrangements check that practitioners are suitably vetted, well-qualified and experienced in caring for younger children. Children's welfare is safeguarded through generally effective systems, although there are currently some safety issues in the area used for nappy changing. There is a designated member of staff who liaises well with the children's centre, the Action for Children safeguarding team and key agencies to promote children's well-being. Most practitioners have relevant training and information is cascaded through regular staff meetings.

Extremely positive relationships with parents support the ongoing care of each child. Parents receive a wealth of information for instance, through a daily, two-way communication book. Parents are committed in their involvement and willingly contribute to their children's learning and development. For example, many parents participate in the steering group and, more recently, are working towards developing a wildlife garden to enhance children's outdoor experiences. Excellent relationships have been established with outside key professionals to support continuity in children's care, learning and development. For instance, with speech and language therapists in order to promote children's communication skills through the use of visual timetables and Makaton. Partnerships with other early years providers and local schools are being developed to ensure smooth transition. There is excellent communication throughout the nursery to promote children's well-being. For instance, practitioners regularly use a communication board to provide input to staff meetings. On the whole, staff deploy themselves well to meet children's individual needs. All staff are committed and have a common sense of purpose to improve outcomes for children so effective teamwork is observed. Practitioners organise a warm and inviting environment which is informative to parents for instance, through the use of display boards, and provides children with an excellent sense of belonging for instance, through the use of photographs displayed on compact discs and key person boards. An abundant range of high-quality toys and resources are readily available to encourage children to make independent decisions about their play. These include resources to promote understanding of diversity within the community.

The nursery makes use of different schemes to drive improvement successfully, for example, the Early Childhood Environment Rating Scale. Identified actions are promptly addressed such as, improving hand washing and snack-time arrangements. The setting has good understanding of its strengths and areas for improvement through consistent monitoring and evaluation by all staff and parents. For instance, cooking activities have been used to promote healthy eating such as, a nutrition programme to provide information to parents and children on ethnic food choices, tastes and textures of foods and an analysis of salt content. Improvements for children's care, learning and development are monitored through the use of staff questionnaires; areas for development are identified as a

canopy for the outdoor area to improve all weather access and redeveloping the nappy changing facilities for the youngest children.

The quality and standards of the early years provision and outcomes for children

Children's behaviour is good. Even the youngest children are encouraged to make decisions about their play. Children are aware of routines and expectations for instance, when playing in the water they know they need to wear aprons. Children are valued as individuals and have an excellent sense of belonging. Relationships are positive and caring. Parents value the home visits where pertinent information is shared and individual care plans are established. Practitioners have excellent knowledge of children's starting points and capabilities. Children engage in an excellent range of activities and experiences that meet their individual interests. Children communicate well. For example, when a one-year-old wants her top changing she pats her tummy and says 'wet wet' in order to gain a practitioner's support. Children participate enthusiastically in rhymes and songs. Older children explore language as they engage in activities for instance, a small group of three-year-olds work collaboratively to complete a jigsaw puzzle. They are encouraged to observe the picture on the box and to sequence the fruit as eaten by the hungry caterpillar.

Children's progression is exceptionally well documented through comprehensive portfolios and learning journeys which highlight children's stages of development. All achievements are supported by pertinent observations, well annotated photographs and contributions from parents. Consequently, learning priorities are identified as there are excellent links between planning, observation and assessment to promote effective individual learning.

Healthy living is promoted well. All children have regular access to a well-equipped outdoor area including a separate baby garden for the youngest children. Children benefit from healthy and nutritious snacks and meals. Menus reflect children's special dietary and cultural requirements. Practitioners work closely with parents to ensure the needs of the youngest children are met for instance, when considering weaning procedures. Older children's independence is encouraged as they are able to serve themselves at lunchtime. They show good coordination as they dish chilli con carne and rice onto their plates using large serving spoons. Hygiene routines are well implemented for example, children use antibacterial soap and running water whilst they sing a song to ensure they wash their hands thoroughly. Children are offered clear explanations to learn how to keep themselves and others safe. For example, when water is spilt, a practitioner explains that she needs to mop up the water so that they don't slip and hurt themselves.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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