

# Cedar Park Nursery

The Grange, 15 High Street, Hoddesdon, Hertfordshire, EN11 8SX



<b>Inspection date</b>	12 January 2016
Previous inspection date	3 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The nursery provides a rich learning environment offering a wide range of exciting opportunities, indoors and outside. Children are enthusiastic learners who are keen to explore and investigate.
- Children make strong bonds and attachments with staff and peers, and demonstrate that they are happy and settled.
- Staff provide consistent guidelines for behaviour throughout the nursery. Children learn boundaries and demonstrate an understanding of the need to support and respect each other and their environment.
- Staff work effectively as a team. They are well deployed, indoors and outside, ensuring children's safety and supporting them in their play and learning.
- Comprehensive risk assessments covering all areas are in place. Staff demonstrate a good awareness of checks they need to undertake to ensure a safe environment.

### It is not yet outstanding because:

- Opportunities for parents to support and share information about their children's learning and development at home are not fully explored.
- On occasion, the monitoring of some assessments does not fully reflect the range of groups of children attending the setting.

## What the setting needs to do to improve further

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

- extend the already good communications with parents, to further encourage them to support and share information about their children's learning and development at home
- enhance the already good monitoring of children's assessment, to precisely track the progress of a range of different groups, in order to ensure that interventions can be targeted even more effectively.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager. They looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Clair Stockings and Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff team demonstrate a commitment to the continual development of the whole provision. Actions and recommendations from the previous inspection have been successfully addressed. Staff are supported to attend relevant courses and gain additional qualifications, to further promote effective outcomes for children. The manager monitors educational programmes effectively for individual children. However, she is only just starting to consider the varying learning styles of groups of children and how this may have an impact on planning and securing precise intervention. The arrangements for safeguarding are effective. The provider and staff have a good knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. Secure arrangements are in place for the recruitment of staff and all are vetted to ensure they are safe to care for children. Parents speak highly of the nursery, describing the staff team as, 'Friendly and approachable'.

### Quality of teaching, learning and assessment is good

Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Staff regularly observe children and effectively use these observations to plan individual next steps in their learning. Parents contribute to initial assessments of children's starting points and are kept well informed about their children's progress. However, there is potential to extend further the opportunities for parents to support and share information about their children's learning and development at home. Staff skilfully extend children's learning as they explore mathematical concepts of matching and counting. For example, while playing with number cards they are able to match the corresponding number of counters. This is one of the many ways staff enhance children's early mathematical skills. Outdoors, children clearly enjoy using a varied range of wheeled toys and play equipment that helps to support their development across all areas of learning. All children are gaining skills that help prepare them for their next stage of learning.

### Personal development, behaviour and welfare are good

Children share warm relationships with the approachable and friendly staff. Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They learn about the needs and feelings of others through sharing, taking turns and helping each other. Their behaviour is good, as the staff share consistent expectations and act as effective role models themselves. Complying with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

### Outcomes for children are good

Children are making good progress and are working comfortably within the range of development typical for their age. Staff promote children's independence and self-care skills well. For example, they are encouraged to feed and dress themselves and use the toilet with minimal support. These skills help to prepare children for the move to school.

## Setting details

<b>Unique reference number</b>	EY334634
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1029649
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Cedar Park Schools Limited
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	0208 367 3800

Cedar Park Nursery was registered in 2006. The nursery employs 24 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and 14 at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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