

Cedars Day Nursery

Mentmore Road, Leighton Buzzard, Bedfordshire, LU7 2PA



Inspection date	31 January 2017
Previous inspection date	21 May 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff understand and respect that children learn in many different ways. Babies and children are immersed in purposeful activity while they explore and experiment. Children work together, finding different ways to transport soapy water, in order to wash ride-on toys in the garden.
- Self-evaluation is used very effectively. Staff have reviewed and improved the way in which they observe and assess children's development. This has enabled staff to sharpen the focus of children's next steps in learning and strengthen their high-quality teaching.
- Staff in the baby room are intuitive in knowing what support babies need. Babies follow their own routines for sleep and are extremely content and relaxed. They demonstrate their close relationships with staff as they lay their heads on the shoulder of their key person when they become tired and cuddle up for reassurance.
- Exceptionally high-quality leadership drives an ambitious and focused staff team. Highly effective supervision meetings focus on staff's continual professional development. Staff feel valued and respected, helping them to feel enthused about their work. Staff turnover is low and many are very long serving. They effectively share their wealth of experience with the newer recruits.
- Providers and managers use a wide variety of highly effective and imaginative ways to continually enhance staff's knowledge, understanding and practice. A comprehensive induction programme helps to ensure that new staff quickly adopt and follow the robust procedures and the ethos followed within the nursery.
- Children are encouraged to take on tasks that challenge them. They climb a low ladder to collect fruit from the tree and play hide and seek in the hedgerow. Children are becoming competent individuals who are able to assess small risks and take appropriate action to keep themselves safe.

What the setting needs to do to improve further

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

- continue to support children to excel in their learning, evaluating the impact of offering further challenge, excitement and intrigue for children as they explore the full scope of the resources on offer.

Inspection activities

- The inspectors observed activities in the group rooms and in the gardens. They spoke to staff and children at appropriate times throughout the inspection.
- The lead inspector completed a joint observation with the nursery manager.
- The inspectors held meetings with the nursery manager, the deputy manager and providers. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke with staff about the assessment and planning methods used.
- The lead inspector took into consideration the views of a small number of parents spoken to on the telephone.

Inspector

Katrina Rodden and Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Providers follow robust selection and recruitment procedures, helping to ensure that all staff are suitable for the roles in which they are employed. During staff meetings, managers provide short quizzes for staff to complete, covering aspects of child protection and health and safety. The knowledge gained contributes to the staff's comprehensive understanding of how to keep children safe. Managers have established strong relationships with outside professionals and staff from other settings that children will, or already attend. Teaching staff from local schools visit the nursery, offering advice to maximise children's readiness for school.

Quality of teaching, learning and assessment is outstanding

The highly skilled staff promote learning. They ignite children's imaginations and interests through sensory activities and a fusion of adult-led and child-led activities, helping children to make rapid progress in their learning and development. Staff confidently incorporate experiences children bring from home. For example, the birth of a new sibling triggers considerable activity through role play. Children attentively care for dolls. Staff mix safe liquid to represent milk in feeding bottles. They provide nappies and wipes for children to use, helping to consolidate their understanding of new experiences. Children who speak English as an additional language are exceptionally well supported. Staff gather key words in their home language, assisting effective communication right from the start. Children access electronic equipment to translate words they are less familiar with, helping to inspire others to speak in different languages. Staff successfully share children's progress with parents. Children enjoy taking books and equipment home, helping to continue their learning with their families.

Personal development, behaviour and welfare are outstanding

Staff provide a highly stimulating environment. Children freely select well-loved equipment and playthings that intrigue them. Staff are keen to consider how they can make more use of their high-quality equipment to offer further challenge and support children to excel in their learning. The key-person relationships are exceptionally strong, contributing towards children's high levels of confidence. When moving between rooms, children settle very quickly. Staff ensure that information gathered from parents about their child's care is adhered to. Staff follow robust procedures to ensure that children do not come into contact with food that is known to cause them to be unwell. Children behave exceptionally well and respect the consistent rules and boundaries. They spontaneously and enthusiastically explain to visitors why it is important to be kind, demonstrating their deep understanding of how to treat others.

Outcomes for children are outstanding

Managers rigorously monitor children's learning and development. They ensure that all children make considerable progress. Children have a deep understanding of the world around them. They confidently solve problems and find different ways to complete tasks. They are focused and maintain high levels of concentration. When the time comes, children are very well prepared for their move to school.

Setting details

Unique reference number	EY235059
Local authority	Central Bedfordshire
Inspection number	1064345
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	99
Number of children on roll	160
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Date of previous inspection	21 May 2013
Telephone number	01525 850200

Cedars Day Nursery was registered in 1991. It is one of a chain of nurseries operated by Childbase Partnership Limited. The nursery employs 44 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 2 and above, including the manager who holds early years professional status and one member of staff who holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language.

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