

Cedar Park Nursery

Bridge Farm Road, Twyford, Berkshire, RG10 9PP



Inspection date

20 July 2017

Previous inspection date

31 March 2015

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

- Leaders' accurate self-evaluation is the foundation for their drive for improvement. A great deal of attention is given by the organisation to robust systems that include legislative changes. Staff have excellent opportunities to contribute their ideas to help develop the provision even further.
- Leaders have a very secure knowledge of safeguarding. Staff have comprehensive, training updates in order to minimise risks to children. Children are an integral part of creating a safe environment, including through their roles as 'health and safety spies'.
- Staff encourage children to solve problems and have effective strategies to accelerate children's progress. For example, children show high levels of confidence making a shelter outside. They improve their skills in making knots in pieces of rope, which they tie around trees. These ropes support sheets of waterproof material for children to create a shelter for themselves.
- Staff are extremely caring and supportive of the children's physical and emotional needs. They ensure routines are well established so children become independent learners from a very early age. Parents report that they trust the staff implicitly. They believe staff take the utmost care of their children and keep them safe from harm. They have complete confidence in their child's key person.
- Staff's observational skills are enhanced by effective monitoring and support by leaders. This leads to extremely accurate assessments and planning for children's next steps in learning. Children progress rapidly and are well prepared for the next stages of their learning.

What the setting needs to do to improve further

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

- strengthen the excellent opportunities for staff to model language for children, to help them make even better progress in this area of learning for their ages.

Inspection activities

- The inspector observed the quality of teaching and support for children's learning during activities inside and outside.
- The inspector spoke with staff, children and parents throughout the day.
- The inspector checked how well staff understand how to keep children safe from harm.
- The inspector looked at a number of documents, including children's learning journals, first-aid certificates, qualifications, accident reports and attendance records.
- The inspector completed a joint observation with the nursery manager.

Inspector

Jameel Hassan

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders have high expectations and are ambitious for their staff, children and parents. They provide a first-rate infrastructure for children to excel in their learning with leaders routinely reviewing children's progress. Staff training enhances learning opportunities for children to improve quickly on their skills and knowledge. Leaders plan exemplary arrangements with local schools and other professionals, to help prepare the children for their next stages of development. Safeguarding is effective. Recruitment and supervision of staff is highly robust. Parental complaints are taken seriously. Excellent procedures are in place to report concerns and minimise risks, and significant events are dealt with extremely effectively.

Quality of teaching, learning and assessment is outstanding

Staff make meticulous observations and assessments to ensure the next steps of learning are accurate for each child. Parents value the regular opportunities they have to contribute to their children's progress through an online reporting system. Information from parents is used to plan exciting activities in which children actively engage. Staff use real-life resources effectively to enhance learning. For instance, older children learn the different components of a computer. Using different tools, they discover and identify the distinctive parts of a data processor. However, sometimes, staff do not take all opportunities to extend children's language skills further. Staff are excellent at changing activities at a moment's notice. They listen to children's comments and quickly incorporate their ideas into their learning experiences.

Personal development, behaviour and welfare are outstanding

Staff form excellent relationships with children and parents to create a welcoming and nurturing environment for all. Children display exceptional independence and adhere to the 'golden rules,' and routines in their personal care. They practise cleaning and dressing themselves. At regular intervals, they wash their hands after eating and put the relevant clothing on when going outside. Children are well prepared to take risks in their learning and respond to praise well. They are reassured that their key person is there for support, if needed. Children enjoy an exemplary range of experiences to promote their learning, physical skills and well-being. For example, children excitedly engage in running and counting activities in the well-resourced, safe, outside environment.

Outcomes for children are outstanding

Children make outstanding progress, including very young children who speak English as an additional language. Two-year-old children's communication swiftly improves through activities, such as knowing about the seaside. The children used fishing nets to fish for real prawns. They engaged in discussions about where the prawns originated from and discussed their texture and colour. Most-able, older children work very well together. They rapidly improve their literacy skills through extending their understanding of letters, sounds and words to help prepare them for school.

Setting details

Unique reference number	148601
Local authority	Wokingham
Inspection number	1089749
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	104
Number of children on roll	148
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Date of previous inspection	31 March 2015
Telephone number	0118 9340118

Cedar Park Day Nursery registered in 2001. It is one of 46 nurseries run by Childbase Ltd. The nursery operates from a converted house in Twyford, Berkshire. It receives funding to provide free early education for children aged three and four years. The nursery is open five days a week from 7.30am to 6.30pm, all year round. A team of 34 staff work with the children. Of these, 19 staff hold qualifications at level 3 or above. There are three members of staff who hold qualified teacher status and one member of staff with early years professional status.

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