

# Inspection of Little Cedars Day Nursery

27 Aldrington Road, London SW16 1TU

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Inspection date: 13 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have good relationships with staff and each other. Staff quickly support children when they are hurt or upset. They offer lots of cuddles and reassurance, which helps children feel safe and secure. Children behave very well. They know about expectations of their behaviour and cooperatively participate in the routines of the day. Staff gently encourage children to share and take turns during play.

Children make good progress and enjoy an ambitious curriculum of well-planned activities based on their learning needs and interests. Staff sequence activities well, ensuring that they build on what children already know. For example, children develop good physical skills and gain lots of exercise and fresh air in the large outside play area. They show good coordination and spatial awareness while speedily riding bikes, scooters and cars. They confidently use climbing frames and know to take turns on the slides. Staff provide challenging activities that successfully extend children's physical skills even further. For example, they encourage children to count as they jump in the row of hoops on the ground, and children giggle as they copy staff and wiggle the hoops on their waist.

Children who have additional needs are making good progress from their starting points. Managers and staff offer highly effective support and work closely with parents and other agencies. As a result, assessment processes are completed in a timely manner, enabling targeted support that helps children reach their full potential.

## **What does the early years setting do well and what does it need to do better?**

- Staff have good opportunities for continuous professional development. They work cooperatively as a team and show high regard to promoting inclusive practice. This creates a family atmosphere, where all children play happily together.
- Children help to care for the nursery pet chickens and chicks, rabbits, lizard and stick insects. Older children learn about life cycles as they watch the chicks hatch and then care for the chicks in their group room. Younger children enjoy looking in the enclosures with staff to find where the rabbits and chickens are hiding and if they can find any eggs. This enables children to actively learn about nature and gain hands-on experience of caring for living things.
- Older children enjoy relaxed and sociable mealtimes as they sit with staff and talk about the meal and events of the day. They learn healthy eating habits as they choose the different foods and amount they like to eat. Mealtimes for toddlers are less well organised as staff move around and serve the meals, limiting opportunities for children to make choices. As a result, children are less settled and opportunities to optimise children's learning experiences are missed.

- Parents give positive comments about the quality of care. They value the support from the manager and staff when completing assessments and comment that the staff are kind and friendly. Parents say that their children have learned to speak English quickly and that older children are ready to move on to school.
- Staff complete regular written progress checks for all children that are shared with parents. However, the systems for managing the progress checks at age two is less well organised. For example, staff do not have a clear oversight of when the most useful point to provide a summary is for each child, to align with their health checks where possible.
- Children who speak English as an additional language are supported well. Staff use some words in their home languages and lots of gestures and pictures. Consequently, children are making good progress and their understanding and use of English are rapidly improving.
- Children enjoy being creative. Babies explore how paint feels as they rub it in their hands and make prints on the paper. Older children use paint and pencils to make patterns. They carefully draw pictures of themselves while talking about their features with staff. Children have lots of fun playing with bubbles in the water tray. These activities help them to develop their free creative expression.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have completed safeguarding training and take part in regular quizzes to ensure that they keep their safeguarding knowledge up to date. They understand the procedures to follow if they have any concerns about children's welfare or if any allegations are made against staff. Risk assessments are effective and staff ensure that the setting is clean and well maintained. Robust systems are in place to ensure staff's ongoing suitability to work with children. For example, appropriate vetting and recruitment procedures are completed for all staff, followed by regular supervision and appraisals. Staff show high regard to ensuring that all records about the children in their care are well maintained.

## **What does the setting need to do to improve?**

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

- review the organisation of mealtimes in the toddler room, to provide more settled experiences for children and enable them to make more choices of the foods they like to eat
- strengthen the arrangements for completing the progress checks at age two, so that staff have a clear oversight of when the most useful point to provide a summary is for each child, to align with their health checks where possible.

## Setting details

<b>Unique reference number</b>	EY550143
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10237096
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	SAI Children Centre Ltd
<b>Registered person unique reference number</b>	RP530212
<b>Telephone number</b>	07985219101
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Cedars Nursery registered in 2017. It is based in Tooting Bec Common, Wandsworth. The nursery is open Monday to Friday 7.45am to 6.15pm, 51 weeks per year, with one week closure over the Christmas period. The nursery is in receipt of free nursery education funding for children aged two, three and four years of age. There are 11 staff working in the nursery, including a cook and housekeeper, nine of whom have childcare qualifications between levels 2 and 5.

## Information about this inspection

### Inspector

Jo Geoghegan

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The assistant manager and inspector completed a learning walk together to discuss the curriculum they offer and how the setting is organised.
- The inspector held discussions with the manager, staff, parents and children and took account of their views.
- The inspector sampled a range of required documentation, including children's records and staff vetting and recruitment and their qualifications.
- The inspector and assistant manager completed a joint observation of staff during an activity and assessed the impact of teaching on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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