



# The Orchard Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	305382
<b>Inspection date</b>	11 December 2006
<b>Inspector</b>	Barbara Christine Wearing
<b>Setting Address</b>	193 Wilmslow Road, Handforth, Wilmslow, Cheshire, SK9 3JX
<b>Telephone number</b>	01625 549468
<b>E-mail</b>	
<b>Registered person</b>	Amanda Warren and Gary Warren
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Orchard Day Nursery opened in 1995 and operates from two separate buildings within the same grounds. Orchard 1 provides care for children from birth to approximately two and a half. Orchard 2, known as the Tree House provides care and education for the older, pre-school children. It is located in the Handforth district of Cheshire. A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 throughout the year, closing for public holidays and one training day. All children have access to a secure enclosed outdoor play area.

There are currently 58 children aged from birth to four years on roll. Of these, 12 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents work. The nursery supports children with learning difficulties and who speak English as an additional language.

The nursery employs 14 staff who work directly with children. Eight of the staff, including the owner and managers hold appropriate early years qualifications. Four staff are working towards a qualification. The nursery is working towards High/Scope accreditation.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children of all ages benefit from regular outdoor play all year round. Babies show their excitement when staff ask them if they want to go outside and all children develop good large muscle skills and co-ordination as they take part in various physical activities indoors and out.

Staff follow clear policies and procedures that ensure children are protected from the spread of infection and cross contamination and are well taken care of if they are ill. These include nappy changing, food hygiene, health and safety, sickness and administration of medication procedures. Staff give children good support to allow them to develop their personal hygiene skills, such as washing their hands and blowing their noses. Tissues are accessible to children and pictures in the bathrooms demonstrating how to wash their hands act as a reminder.

Children are well nourished. Mealtimes are a relaxed, social occasion and children enjoy an excellent range of freshly prepared meals and snacks. Babies and young children develop skills in feeding themselves using their fingers and cutlery as appropriate. Children develop an understanding of the importance of healthy eating and exercise through related topics, weekly exercise sessions run by an external organisation and general discussion at meal times and during play. Staff are sensitive and responsive to children's needs and work closely with parents to ensure that children's individual dietary needs and routines are catered for. Therefore, children's emotional well-being is fostered.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and adequately maintained environment. Rooms are well organised in clearly defined areas, allowing children space to fully explore the variety of toys and resources on offer. Some areas within the rooms are well resourced and children have fun extending their play and choosing resources. For example, children enthusiastically choose a box of bricks from the construction unit and become involved building towers and trains. However, other areas, such as the topic area or writing areas are not well used as resources are fewer, not as easily accessible or as well organised. Low level equipment and furniture, such as chairs, tables and sand troughs enable all children and babies to develop their independence, make choices and be fully involved in all activities and routines.

Regular risk assessments are carried out and safety measures and policies are in place to minimise the risk of accidental injury. Regular fire drills are carried out in both buildings and all fire equipment is in place and regularly checked. Staff supervise children closely at all times. There is always a member of staff on duty who has a current First Aid certificate and there is a clear policy for recording accidents, therefore, children are well taken care of in the event of an

accident. Children benefit greatly from regular trips out during which their safety is maintained as staff carry out a prior risk assessment on the venue and comply with the comprehensive outings policy. Staff give children skills to keep themselves safe in a variety of ways. They clearly explain reasons for rules that are in place to maintain their safety, spend time practising road safety skills and learn their parents' names.

Children are protected from harm as they are cared for by adults who are vetted, have relevant experience and skills. Staff have a sound understanding of the setting's safeguarding children procedure and of their responsibility to take immediate action should they have concerns.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy, busy and enthusiastic. Staff interact closely with children and make informative observations that are used to record their progress and development. They, therefore, have a good knowledge of the children and some understanding of their next steps and how to enable them to achieve these. Staff working with babies are responsive to their verbal and non verbal communications. They encourage their language as they chat to them throughout the day, ask them questions and repeat their emerging words. Younger children benefit greatly from the freedom to choose from a good variety of freely accessible activities. They thoroughly explore their resources using all their senses. They use flour to make the dough less sticky and mix colours when painting using sponges and their hands. Children enjoy using the instruments that staff have set out and add to these as they independently choose further instruments from the accessible storage unit. A child sings 'baa baa black sheep' as he plays a keyboard. Staff are skilled in supporting children in their chosen activity. Children set up a tea party and staff ask them questions to extend their play. Children engage in a colouring activity during an adult led small group time, however, they are given few resources and the drawing materials available during free play are not well presented and children do not access them. Staff plan and record children's development using the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have developed an effective assessment procedure. They record meaningful observations of children at play and use this information when writing development reports. These are well written and give a clear picture of the progress children are making in relation to the early learning goals. Adult led activities are often evaluated and these evaluations are used to inform future short term plans. Staff do not record next steps for children and there are no clear links between staff's knowledge of individual children, their intended goals and the short term planning. Staff are developing their knowledge and understanding of the Foundation Stage and this is demonstrated in the planning and assessment procedures.

Children are interested and motivated to learn. They plan which activities they want to engage in and confidently access the available resources within that area. Children are engrossed in their play and, in areas that are well resourced they use their highly developed imagination, language and social skills to extend their activity. Staff are skilled in allowing children the opportunity to do this while being available to give support or provide further challenges when

appropriate. Children are assertive and cooperate well together in their play. They have some opportunities to develop their self-help skills, such as buttering their own toast in the morning and helping to tidy up.

Children develop excellent communication skills which are demonstrated when they give each other instructions as they engage in role play. One child tells her friend to 'put her bag down while I put this on you' as they are dressing up for an imaginary hair appointment in Blackpool. This activity extends as staff ask how they are getting to Blackpool and the children respond that they are flying and manoeuvre chairs to make an aeroplane. When the children arrive they spend time brushing each other's hair and showing the results in the hand mirror. These items had previously been accessed from the excellently resourced dressing up area and put in handbags to take with them. Children develop a strong sense of community through visitors to the nursery and as they go on regular trips out to local shops and facilities. These include buying ingredients to make Christmas puddings, visiting the library and visits from the police and fire brigade.

Children show an interest in books and stories, a selection of which are available at most free play sessions. They enjoy looking at books independently, listening to stories in a group and spending time sharing books with an adult in the book corner. Some children are able to link sounds to letters, recognise letters and are beginning to write recognisable letters. However, there are limited freely accessible resources or well organised small group activities to enable children to develop these skills. Children are making good progress in the area of maths. They count and use mathematical language spontaneously during their free play and staff take many opportunities to ask children questions that further extend this area of learning both during child initiated and adult led activities. Numerals and shapes are displayed around the room reaffirming the children's learning. Children learn about the natural world as they have leaves and logs with the plastic dinosaurs, go on trips to a farm, examine insects that they find, care for the goldfish in their room and learn about pets that staff bring in to nursery. The topic area has items of interest and magnifying glasses to study them, however, this is cluttered and children rarely access it. Children develop good design skills as they use a selection of conventional construction toys. They build boats and towers using large wooden bricks. A selection of empty boxes, tubes, cartons and collage materials are available to children but scissors and glue or other resources to join things together are not obviously accessible. Older children have free access to a computer during free play time and are skilled in using the mouse and operating simple programmes. Younger children within the room have opportunity to use it during small group activities. Children develop good large muscle skills as they regularly engage in physical play indoors and out. However, this play is not included in the daily planning and, therefore, it is not clear which skills are being developed. Children develop their motor skills as they help each other with fastenings in the dressing up area and skilfully handle small bricks. Children use various creative art and malleable materials. However, at the time of the inspection these were only used or easily accessible during adult initiated and directed art activities, such as making Christmas crackers. Displays within the room demonstrate that children do also have opportunities to freely explore creative art materials. Children develop excellent imaginative skills as they play together in the well resourced dressing up and role play areas. They show an interest in music as they play a large keyboard, sing familiar songs and freely select good quality instruments.

## **Helping children make a positive contribution**

The provision is good.

Children are secure and confident and develop a positive self-image as staff treat them with care and respect. They develop a sense of belonging as their art work and photographs are displayed throughout the nursery and the daily routine and organisation gives them security and opportunities to make choices and decisions throughout the day. This is demonstrated as children rush to get their boots and coats from their pegs in preparation for outdoor play and as a child who returns to nursery after being poorly enthusiastically plans to play in 'Santa's workshop' that had been set up before he was ill. Babies have a healthy wariness of unfamiliar adults and seek reassurance from staff. Staff value children, they give them praise and encouragement, respect them as individuals and they enjoy each other's company. When discussing individual children staff demonstrate a genuine fondness for them.

Staff have a good understanding of children's individual health, dietary, social and emotional needs and cultural and religious beliefs as they work closely with parents and observe children closely. Children with learning difficulties are given good levels of support. They are valued as individuals and are sensitively encouraged to take part in all areas of the curriculum. However, not all necessary staff have a thorough knowledge of their individual learning plans.

Children learn about the diversity of our society through the positive role models of staff, the wide selection of toys, books, posters and pictures that reflect positive images and as they acknowledge various celebrations and festivals. They learn about different countries and cultures through various topic related activities.

Staff have a calm, positive and consistent approach to behaviour management, children respond well and play happily within the boundaries. Children of all ages relate well to each other and older children show advanced negotiation, sharing and cooperative skills as they play together harmoniously. The children's spiritual, moral, social and cultural development is fostered.

The setting has a good partnership with parents and carers, thus, maintaining consistency for children and enabling their individual needs to be met. Information regarding the provision is shared in a variety of ways. These include via a newsletter, parent's booklet and information pack, notices, details of staff roles and training and displays showing information regarding the curriculum. Parents share information regarding their child while settling and on a day to day basis. Systems are in place to ensure that information regarding the children's day and development is shared with parents. Daily record sheets show when babies have slept, what they have eaten, their nappy changing and what they have played with. Short term plans are displayed alongside a calendar of events, daily routine and weekly menu. Children bring in topic related items from home and some parents have spent time in the nursery to talk to children about their jobs. Each child has a development report that shows their progress throughout the year, this is shared with parents together with examples of their work and parents are invited to comment. Parents are also invited to regular parents' evenings and open evenings during which they can watch a video of their children at play in the nursery. Parent's feedback is very positive. They find the staff approachable and appreciate the setting's established and consistent staff team.

## **Organisation**

The organisation is satisfactory.

Staff organise their time and daily routine well. Therefore, children have ample opportunity to fully explore the resources available to them and are able to practise and consolidate their skills and extend their activities. This enables children to progress well and enjoy a sense of achievement and independence. Children benefit from high levels of staff interaction during free play and group activities.

Children are safeguarded as the setting has a rigorous recruitment procedure and a system in place for vetting staff. These include Criminal Record Bureau checks and references. However, there is no system in place for checking staff's physical and mental suitability or to confirm their continued suitability. Most documents and records are in place and contain all required information. However, medication records do not maintain confidentiality, consent is not requested for emergency medical treatment and the times of the arrival and departure of children, staff and visitors is not easily accessible. All necessary policies and procedures are in place and work in practice. Therefore, promoting children's health, safety, enjoyment and achievement and ability to make a positive contribution.

The quality of leadership and management of the nursery education is satisfactory. Staff are aware of their roles and are supported by the manager who spends time within the room and holds regular meetings to discuss planning, developments and children's progress. The provider and manager demonstrate a commitment to the continued development of the nursery education. They work closely with their Early Years Advisors and ensure that staff attend relevant training sessions, which they feedback to colleagues and use to implement new ideas. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting agreed to increase the information shared with parents. They now share a good amount of information with parents, it is clear and well presented. Thereby, enabling consistency to be maintained and ensuring that parents are aware of the policies and procedures within the nursery. A recommendation was raised with regard to the uncollected child procedure and child protection statement. These have both been amended, improving the settings ability to safeguard children's welfare. As recommended the setting has reviewed their arrangements for toileting children, thus, improving their privacy. They now have a key worker system in place for under twos, ensuring continuity of care. Although the setting has reviewed the arrangements for recording children's attendance a further recommendation has been made in relation to this.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the organisation and up keep of resources is inviting and encourages children to use the variety available to them (also applies to nursery education)
- continue to develop progress records to include next steps for children, use these to inform short term plans and to ensure staff present appropriate challenges to aid children's individual development (also applies to nursery education)
- improve records to ensure; that times of children, staff and visitors attendance is clearly recorded, that parent's permission is requested for seeking emergency medical treatment and that confidentiality is maintained
- devise a system to obtain health checks/declarations to ensure staff's physical and mental suitability to care for children and to ensure that they remain suitable persons
- ensure all relevant staff are aware of individual plans for children with learning difficulties.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children have continuous access to a wider selection of writing, creative, malleable and reading resources
- enable children to practise and develop their skills in linking sounds to letters in planned and spontaneous activities
- incorporate outdoor play in daily plans to ensure that the development of a range of physical skills are catered for.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)