

The Orchard Garden Private Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY103452
Inspection date	09 May 2007
Inspector	Justine Ellaway
Setting Address	Haig House, 87 Green Lane, Derby, Derbyshire, DE1 1RX
Telephone number	01332 370497
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Registered person	The Orchard Garden
Type of inspection	Integrated
Type of care	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.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Orchard Garden Day Nursery opened in 2002 and operates from a converted house in Derby. A maximum of 107 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.15 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 113 children aged from birth to under five years on roll. Of these, 40 children receive funding for early education. Children come from the local community. The nursery currently supports children who speak English as an additional language.

The nursery employs 25 members of staff. Of these, 16 hold appropriate early years qualifications and eight are working towards a qualification, including two members of staff who are working towards a degree in Childhood Studies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is effectively promoted. There are a range of written procedures for ensuring the environment is clean along with a rota for cleaning the toys and resources. Effective hygiene procedures ensure that meals are prepared in a clean environment. The risk of infection is effectively minimised. There are appropriate nappy changing procedures and a clear sick child policy is in place and staff display reminders for parents. There is adequate ventilation and staff open windows when it is stuffy so children get sufficient fresh air when they play inside. Children wash their hands at appropriate times and understand why they are doing it. Children in the pre-school blow their own noses and throw away the tissues independently.

Children receive appropriate care when they are ill. There is a clear written procedure for when a child becomes ill in the nursery and when a child has an accident. Accident and medication records contain sufficient detail and are consistently completed with parental signatures. There is a clear policy for administering medication, however, the nursery currently obtains blanket consent for the administration of non-prescription medication, which does not fully promote children's good health.

Children enjoy regular opportunities to be active and enjoy physical exercise. They play outside each day in the attractive play area. They enjoy free play with the resources, riding around on sit and ride toys and organising their own games such as basketball. Babies and young children are encouraged to stretch and move around. Toys are placed around the room by staff to encourage this and to promote children's development such as sitting and standing. Children rest and sleep according to their needs, as staff follow their care routines which are displayed in the baby room. Children have suitable opportunities to learn about healthy living through activities and discussion. Pre-school children talk about the effects of exercise on their body after they have participated in music and movement. Pre-school children ably move around their rooms negotiating the space, a child is carrying a box of bricks and he says 'watch out everybody I'm coming through' and checks the floor carefully as he walks. They ably use tools and equipment and pencils, although some of the children are not encouraged or able to use eating implements appropriately at meal times.

Children are well nourished and enjoy a range of healthy and varied meals and snacks. The cook makes a high proportion of the meals from scratch and monitors the salt and sugar content of foods. Children enjoy healthy snacks and have access to fruit in the afternoon which they can help themselves to if they are hungry. Children independently access drinks when they are thirsty. Children's independence and social skills are not fully promoted at meal times as staff serve the meals and drinks and do not always sit with the children to encourage the social aspect of meals.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is bright and welcoming to children. A range of toys and resources are laid out for when children arrive so they can immediately start playing. There are colourful displays of children's work around the nursery which promotes a sense of belonging. There is a good amount of space and it is well organised for the children who attend. Babies and young children have three different rooms including a sensory room. They enjoy the different space which

provides areas to engage in rest and quiet as well as messy play. Pre-school children confidently move between their two dedicated rooms, promoting their independence. Effective storage within the rooms means that children can help themselves to the well presented baskets of toys and resources. This encourages their independence. There are a good range of toys across the nursery. Children in the baby room enjoy playing with the variety of toys including treasure baskets containing items of different materials. They amuse themselves by banging the different metal objects together to make noises. On occasion the range of resources available for craft activities is small, not fully promoting children's creativity and imagination.

Children are cared for in a safe and secure environment. A clear statement on health and safety is in place. Staff complete a daily checklist prior to children's arrival to ensure areas are safe for them to use. They also follow clear procedures for checking the outdoor play area before children go outside to play. A bell alerts staff to any parents or visitors and notices are placed on the door to remind parents not to permit anyone entry to the building. High door locks and stair gates prevent children escaping or wandering about the building and are usually closed by staff as they enter a room. A visitors book is maintained. Children learn how to keep themselves safe through reminders and activities such as the green cross code.

Children's welfare and safety is promoted in relation to child protection. The designated person is clear on her role, the different types of abuse, possible signs and symptoms and the procedures to report any concerns. Both the designated person and the Manager have an understanding of appropriate ways to deal with an allegation against a member of staff, although the setting does not currently have a written procedure to ensure consistency of approach.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children are involved in a satisfactory range of planned activities and spontaneous events. The daily routine includes free play, creative activities, story time, singing and outdoor play to provide variety and stimulation for children who attend. However, staff interaction is not always effective in promoting children's learning and development. Staff do not consistently interact with children during play, meaning that at times children are not engaged in purposeful play. At times, the lack of interaction during creative activities means that children participate for a short period of time whilst staff supervise. The children then move on to another activity because their interest has not been captured.

Planning for younger children is clear in identifying how it links to the 'Birth to three matters' framework and what individual targets children are working towards. Staff are usually confident in how children's development will be promoted. Clear and useful observations are carried out regularly and children's development records updated.

Children settle and are happy in the setting. Staff greet them when they arrive and give them time to say goodbye to their parent or carer so that they do not become upset. Children sometimes receive praise and encouragement during play to foster their self-esteem. Children are sometimes confident to make decisions about what they play with and will move around the rooms freely, promoting their independence.

Nursery Education

The quality of teaching and learning is inadequate. Staff have a basic knowledge of the Foundation Stage. They are familiar with the six areas of learning, although they are not as

confident in all of the aspects. Planning is flexible as staff take into account children's interests, so if they note children are enjoying playing with a particular toy or activity they will put it out again, or swap something that the children are not playing with. Staff take it in turns to do the planning which develops their knowledge of the Foundation Stage. However, they do not always know what has been planned if they have not done it themselves. The planning lists the learning intention for the different areas or activities set up, however not all are clear or appropriate for the planned activity. Planning and the delivery of activities does not sufficiently differentiate for the different levels of the children participating. Staff are not fully confident on how they can extend an activity for more able children that is purposeful and linked to the learning intention. Appropriate systems are in place to monitor children's progress, however they are not consistently completed and are not currently used as a tool to identify children's next steps. As a result children are not provided with appropriate challenge.

Children are interested and sit and listen well on the carpet at circle time and to stories. Most children are confident as they move around the room and approach staff when they want something. At times their independence is successfully promoted as they go to the toilet independently and get dressed and undressed. However, their independence is not fully promoted at meal times. Children mostly behave appropriately, although there are occasions when they fall out or argue over the toys. Children are becoming good communicators. They are confident to talk at circle time and offer suggestions to a discussion. They use their imagination well when they are playing and describe what they are doing as they role play. Some children are able to recognise the first letter of their name with more able children recognising other letters in their name. Children enjoy looking at books and listening to stories and join in with favourite stories that are read by staff. Staff ensure children have access to reference books during activities.

Children ably count by rote, attempting to count to ten. More able children successfully count beyond ten. Children have regular opportunities to recognise numbers and begin to learn about calculation if they play at the maths table, although opportunities to promote this during the daily routine are not fully extended. Children use simple size language during play and have opportunities to learn about different shapes through games and activities. Children have sufficient opportunities to investigate objects and materials and staff vary the items so that children explore things with different textures such as cooked pasta and lentils. An imaginative game helps children to learn about how seeds change when you plant and water them. Children have some opportunities to build and construct with a range of objects, although the frequency and range of equipment is sometimes limited. Children enjoy playing with the computer when they have staff support. They are encouraged to develop a sense of time through circle time discussion. There are limited opportunities for children to develop a sense of place.

Children regularly have access to paints and enjoy this activity. They enjoy listening to music, and join in with the actions of a favourite music tape. Children have opportunities to play with musical instruments both through planned activities and free play.

Helping children make a positive contribution

The provision is inadequate.

Children have limited opportunities to learn about the wider world, as there are a small range of toys and limited activities to promote this within the nursery.

Information about children's needs or routines is gathered at the time of placement. Staff demonstrate an understanding of the children they work with and what their needs are to

promote consistency of care. Children receive consistent care as appropriate information is provided for parents on what children have been doing during the day. A useful information leaflet is provided for parents at the time of placement and they have access to the policies and procedures of the nursery.

Children with learning difficulties and disabilities receive appropriate support. Although the nursery does not currently have a designated Special Needs Co-ordinator, links with external agencies means that advice and support can be quickly sought.

Children understand responsible behaviour and are beginning to learn right from wrong. They follow instructions from staff during the daily routine such as washing hands and sitting on the carpet. Children show care and concern for others, when a child is upset another child comforts her and tells a member of staff. Staff are mostly consistent in their management of children's behaviour and explain to them why their behaviour is inappropriate. A suitable written policy is in place.

The partnership with parents and carers is inadequate. Information is not consistently given to parents when their child begins the Foundation Stage. Parents are given verbal feedback from staff about what children have been doing which mainly relates to reading, writing and number skills. Parents are not routinely encouraged to share what they know about their child and this information is not usually recorded in their child's development record. Parents are given some opportunities to become involved in their child's learning, as when approached staff give useful examples of how parents can work with children at home to develop certain skills.

Children's social, moral, spiritual and cultural development is not fostered.

Organisation

The organisation is inadequate.

The organisation of staff is not fully effective in promoting children's good health, safety, enjoyment and achievement. Ratios are not always met over the lunch time period. Staff do not always communicate with each other and as a result they go on lunch or to another room without checking whether there are sufficient staff or support for the children. Additionally, the deployment of staff means that staff members are sometimes engaged in tasks that take them away from the children during the day. As a result children do not always receive appropriate support and attention.

The nursery has appropriate recruitment and induction procedures to ensure that adults are suitable to work with children and that staff have information about their role and responsibilities. Staff attend suitable training courses relevant to their role and identify their own needs through appraisal and supervision. There are clear policies and procedures in place.

Overall, children's needs are not met.

The leadership and management of funded nursery education is inadequate. The person in charge is clear on her role and what staff responsibilities are in the pre-school. The nursery has recently started to self evaluate and has begun to identify what is currently in place with plans to take this forward to identify areas for improvement. Systems to monitor the effectiveness of the Nursery Education currently rely on staff feedback and visits from the Local Authority.

Improvements since the last inspection

At the last Nursery Education inspection the nursery was asked to routinely undertake assessments of children's progress so that they can support children's progress to the next stage; evaluate activities to identify how effective they are in supporting children's progress towards the early learning goals; and to implement a planning system which is linked to the early learning goals and provides increased opportunity for four year olds to select some of their own resources.

Children's development records are not consistently updated and as a result they are not currently used to support children's progress to the next stage. Some activities are evaluated to identify their effectiveness. Planning is linked to the early learning goals and gives pre-school children opportunities to select their own resources during free play and activities, promoting independence.

At the last care inspection the nursery was asked to ensure that the policy for outings includes an assessment of risk and states appropriate staffing levels to maintain child safety and to ensure that fire drill procedures give clear instructions to the staff as to their individual responsibilities during an evacuation.

Staff continually assess the risk of outings, taking into account factors such as the age of the children and their understanding in terms of safety as well as the location and venue to ensure there are appropriate ratios. Improvements to the evacuation procedures means that staff are clear about their role and organised effectively to support children leaving the building quickly. As a result children's safety is effectively promoted.

Complaints since the last inspection

Since the last inspection/since registration/since 1 April 2004 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- expand the range of resources and activities that positively promote an understanding of the wider world

- ensure that staff consistently interact with children to promote their enjoyment and learning
- ensure that adult: child ratios are maintained and that staff are deployed effectively throughout the day to support children

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop systems to monitor the effectiveness of the nursery education
- ensure that children's development records are up to date and are used to plan for their next steps
- develop information for parents about the Foundation Stage and encourage them to contribute to their child's development records
- ensure that planning clearly identifies the learning intention, that it is differentiated to meet the needs of all the children and that it provides appropriate challenge

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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