

# Orchard Day Nursery+Nursery School (2)

Inspection report for early years provision

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<b>Unique Reference Number</b>	258405
<b>Inspection date</b>	17 January 2008
<b>Inspector</b>	Dianne Lynn Sadler
<b>Setting Address</b>	129 Derby Road,, Chellaston, DERBY, DE73 5SB
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<b>Registered person</b>	Orchard Private Day Nurseries Ltd
<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 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 Day Nursery and Nursery School is privately owned. It opened in 1998 and is situated on the outskirts of Derby. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 07:20 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 115 children aged from birth to under eight years on roll. Of these, 30 children receive funding for early education.

The nursery employs 18 members of staff. Of these, 12 hold appropriate early years qualifications and three are working towards a recognised early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is inadequate.

The emotional well-being and health of babies is significantly compromised. They are bottle fed in chairs and not held by a carer and they do not benefit from using their own separate linen when sleeping in these chairs. Consequently, babies are not fully protected from the risk of cross infection. Other procedures followed by staff reflect current environmental health and hygiene guidelines that supports children's well-being. For example, staff wear disposable gloves and aprons when nappy changing and use anti-bacterial spray to clean tables and the nappy changing mats. Children are also learning to understand and are becoming independent in their personal hygiene and receive appropriate support and guidance from adults. There are posters displayed in the bathrooms reminding children to wash their hands and there is equipment to support their independence such as low-level sinks and toilets. Children are cared for appropriately when they have an accident or become ill. Some staff have received appropriate first aid training and permission is sought to obtain emergency medical advice and treatment. This ensures children receive prompt first aid attention.

Children enjoy sociable mealtimes and are sufficiently well nourished. They enjoy a varied four weekly menu which contains mostly fresh produce and a selection of healthy options such as fresh fruit and vegetables on some days. The independence and social skills of older children is fostered appropriately by them sitting in small groups at mealtimes and helping themselves to foods at snack time such as bread sticks and dips. Children also benefit from regular drinks throughout the day, with older children being able to help themselves to a fresh jug of water available within the room. This ensures they are well hydrated. The dietary needs of children are discussed with parents and recorded well, ensuring that children have their dietary needs met appropriately.

All children enjoy regular opportunities to be active and access fresh air. They benefit from a colourful, interesting outdoor play area and develop their physical skills by using the climbing frames and riding the wheeled toys. They also enjoy planned indoor activities such as music and movement sessions. All children are able to rest or be active according to their needs. Babies sleep when needed, following the routines at home and older children can sleep or select quieter activities such as reading a book or watching television.

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

The provision is inadequate.

Children's safety and welfare is significantly compromised by staff following written policies and procedures that have not been updated and are not appropriate. There are clear written risk assessments completed by staff for each individual room but they do not cover all areas used by the children. There is no uncollected children's policy and the policy to be followed if a child is lost is not sufficient. Although staff have a suitable understanding of their role in child protection and are aware of what action to take, the child protection policy does not include an appropriate procedure to be followed if there is an allegation made against a member of staff. This does not safeguard children's welfare.

The indoor and outdoor environment is welcoming and organised appropriately to help children feel secure and comfortable. However, the privacy and dignity of the older children is not being respected due to an open plan toilet area and the door to the bathroom being kept open at all

times. Older children use good quality, suitable and safe play equipment and furniture, appropriate to meet their different needs. However, babies sleep in furniture other than the cot provided which may not be appropriate. This compromises their safety and welfare.

All children are greeted warmly by staff on arrival and enjoy colourful displays of their craft work and photographs showing them participating in different activities. This helps to develop their self-esteem and gives them a sense of belonging. Children also move around with ease from one area of the nursery to another which helps them to settle and feel confident and they are learning to keep themselves safe by practising the emergency evacuation procedure on a regular basis.

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

The provision is satisfactory.

Most children enjoy their time in the setting and form positive relationships with both adults and each other. Children are settling well and some children arrive keenly and enthusiastically seeking their favourite resources and toys. Those who are unsure and upset are comforted by caring staff who encourage them to join in and play. Children benefit from an interesting environment and there is a strong emphasis on children being able to make their own choices and initiate their own play, therefore developing their independence and confidence. Staff know most of the children well and younger children make good progress because staff have a good understanding of the principles and concepts of the 'Birth to three matters' framework. They observe the development of children and use the observations to plan the next steps in learning appropriately using different methods. For instance, in the 'Teds' playroom staff plan the 'target for the week' which is linked well to the activities planned and the aspects within the framework. In the 'Big top' playroom staff use 'Area based reflective planning' in which they observe each individual child at play and use the observations effectively in the plans for the following week ensuring each child successfully moves onto the next steps in learning.

All children under three are stimulated and appropriately challenged. They benefit from accessing a wide range of activities and resources which positively support their development and learning. Good emphasis is placed on explorative and sensory play. Children enjoy exploring the range of natural materials as well as man made materials organised in treasure baskets. Babies enjoy playing with shakers filled with dried pasta and rice. They are also able to recognise their reflection in low level mirrors. Children aged two develop their skills whilst cutting out their pictures using scissors and enjoy reading books with an adult. They also enjoy playing with dry sand and intently watch the sand passing through a sieve.

### **Nursery Education.**

The quality of teaching and learning is inadequate. The teaching is inconsistent across two playrooms in which younger children in receipt of funding for early education are split from the older children. Staff working with the younger children have an insecure knowledge of the Foundation Stage and an inadequate understanding of how young children learn and progress. As a result younger children make insufficient progress towards the early learning goals and are not sufficiently challenged due to the ineffective teaching methods. Staff working with these children supervise them rather than promote their learning and do not maintain their interest. The learning environment is not well organised and resources available are not used effectively to support children's learning. This results in these children not always being engaged or encouraged to investigate and extend their thinking. Staff working with the older children are much more confident and use appropriate teaching methods. The learning environment in

the 'pre-school' room is well organised and children in this room are well motivated and engaged in their play.

Planning ensures that all areas of learning are covered over a period of time and repeated to enable children to practise what they have learned. However, planning for the younger children does not adequately cover all the stepping stones, therefore children are not always moved onto the next steps and sufficiently challenged. All staff have a reasonable understanding of the learning intentions for children within activities, linked closely to planning. The assessment procedure is inadequate. Staff record observations they make on children's development and plan to transfer this information to children's development records. However, many of the records are not up-to-date or completed for each child and do not include the views of parents. They do not clearly show the progress made from when children enter the Foundation Stage. Therefore the next steps planned for children may not be appropriate.

Older children are motivated and engaged in their play as they select resources for themselves and initiate their own play. They show interest in the environment and are confidently developing new skills. For instance a four-year-old attempts to load a cassette into the tape recorder to listen to music. However, younger children wander quickly from activity to activity and show a lack of interest in the resources available. All children are able to concentrate and sit quietly when appropriate. Older children sit and listen well at registration time, confidently discussing their like for Spiderman. Whilst younger children sit and listen to a story read by an adult. This develops all children's confidence and self-esteem. Older children assume responsibility for their personal care and they gain increasing independence as they help themselves to bread sticks and dips at snack time. All children are learning to understand the difference between right and wrong and are developing appropriate self-control. For example, older children put up their hands to speak at registration time and when asked 'How do we sit nicely?' they confidently reply 'By putting hands on our knee'. Older children speak clearly and confidently, answering to their names. They also use language for thinking well. For instance, when children state 'Its morning' and an adult asks them how they know this, they confidently answer 'Because we've just had breakfast'. However, younger children do not engage in meaningful discussions during play activities to extend their vocabulary. All children handle books appropriately. Older children select books that look at dinosaurs and younger children enjoy reading story books with an adult. They all benefit from seeing print being displayed in the environment. Older children are able to write their name, correctly forming letters to label their paintings. However, opportunities for younger children to write for a purpose are limited.

All children benefit from seeing numbers displayed in the environment and older children use numbers for counting in their play. At registration time older children confidently count 12 children present and are being made aware of big numbers when considering the date such as 17. Older children benefit from comparing the number of shells and stones in different groups but there are limited opportunities for younger children to develop their understanding of 'more than' and 'less than.' Older children confidently use language to describe size and quantity. For instance they know the teapot in the water play is heavy because they have filled it with water and describe a box they are carrying as heavy. All children are developing ideas and methods to solve problems. Older children enjoy using connecting bricks to create a track for their cars. Whilst younger children complete 12 piece puzzles. There is a great emphasis within the environment for all children to investigate and explore objects and materials using all of their senses. Older children enjoy investigating natural items such as cones, shells and leaves. They identify different features of the objects by using magnifying glasses and a child exclaims with excitement that a rubber spider smells like jelly. They also enjoy exploring the changes made to light when different colour plastic paper is placed over the beam of a torch. However,

although younger children are able to access items such as shells on a table, they are not encouraged by adults to investigate or explore them further. Older children are developing a good sense of time and place. At registration time they discuss the date and know that its Friday tomorrow and that Thursday comes before. They also consider the weather at this time. They know it is cold, rainy and windy and find the corresponding weather cards displayed on the weather board. However, there are limited opportunities for younger children to develop this aspect of their learning.

Effective use of the indoor and outdoor space helps children develop their physical skills. All children move confidently when negotiating their way around the nursery from one area to another and are able to access the interesting outdoor play area. They are developing their physical skills and an awareness of space when playing indoors whilst listening to music. Older children enjoy observing the movements made by materials on sticks at this time, whilst younger children are able to listen to action songs such as 'sticky kids'. They are encouraged to move in different ways and balance on different parts of their bodies. All children competently use one-handed tools such as pencils with increasing control. All children are able to explore different materials and develop their knowledge of colour, shape and form. Older children enjoy accessing the creative play room throughout the session, whilst younger children have access to this room at given times. They are all able to select from the wide range of resources such as cardboard rolls, bendy straws and egg cartons and develop their own ideas. Older children also enjoy looking in catalogues for different shoes, discussing the colour. They use their imagination well when pretending to buy shoes in the role play corner set up as the 'Foot loose' shoe shop. All children are developing an enjoyment for music. Younger children make different sounds using a triangle, different shakers and a whistle. Whilst older children select musical tapes for themselves attempting to put them into a tape recorder and then sit and listen to the music. They also explore different musical instruments and investigate what sounds they make.

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

The provision is inadequate.

The welfare and development of children who have learning difficulties and/or disabilities is not promoted adequately. The written policy is not consistent with current legislation and guidance. Staff have not had recent training and their knowledge and understanding of the 'Code of Practice' is not secure. There is a clear, concise equal opportunities policies which is understood by staff and helps to promote anti-discriminatory practice for most children. All children are included within the setting because staff acknowledge and value children's differences. They enjoy positive relationships with the staff and with each other. Children feel a sense of belonging as they are greeted warmly by staff when they arrive. Children are being made aware of the wider society through some planned activities. They are made aware of celebrations such as Diwali and Chinese New Year. However, play resources that show positive images of disabled people or people from other cultures are limited in some play rooms.

Effective relationships with parents ensure children receive appropriate care consistent with home. Suitable procedures ensure both parties are sufficiently well informed. Information about children's routines, care needs and their religious and cultural needs are gathered at registration and recorded appropriately. Parents of babies are informed of their daily routines through written diaries or by information being recorded on a wipe board. All parents benefit from informative notice boards and all policies and procedures are discussed with them which includes an adequately written complaints policy. However, an appropriate system to record complaints made has not been implemented which does not safeguard children's safety.

Children's spiritual, moral, social and cultural development is fostered. Children's confidence and self-esteem is being developed well by staff with the use of praise and encouragement and the children's work being displayed. All children are learning to understand responsible behaviour. They respond well when being reminded by staff to take turns and share play resources. The behaviour policy is well written, understood by staff and effective in practice. Therefore children's behaviour is managed well, promoting their welfare and development.

The partnership with parents and carers of children in receipt of early education is inadequate. Parents are not well informed about the Foundation Stage and curriculum as their children enter the Foundation Stage. Parents of the younger children in receipt of funding for early education in the 'Hicks' playroom receive a newsletter which includes a statement informing them that their children are being taught within the curriculum, however more detailed information is not given to parents until children move into the 'pre-school' room. Consequently, children's development in all six areas of learning is not always fully supported at home. Parents are informed about the assessment procedure being implemented and are told they can access their children's records at any time. However, this does not give them any information about their children's progress and does not give them the opportunity to share their views as the records are not completed and not effective in practice. Therefore the next steps planned for children's learning may not be appropriate. In 'Hicks' playroom parents of the younger children are not encouraged to become involved in their children's learning in meaningful ways, which compromises children's progress and does not enable children to make a positive contribution. However, once children move into the 'pre-school' room parents benefit from regular newsletters which describe the different areas of learning and gives them suggestions of how activities can be continued at home. Parents in this room are encouraged to bring in games and story books from home and are able to share in their children's learning when 'Lola' the bear is taken home.

## **Organisation**

The organisation is inadequate.

Overall children's needs are not met. Many records, policies and procedures have not been regularly reviewed and updated and are therefore not sufficient and not effective in practice. Consequently children's safety and welfare is not promoted. Although children are cared for appropriately by staff who are suitable, mostly experienced and committed to their well-being, the knowledge and understanding of some staff in some areas such as working with children who have learning difficulties and/or disabilities and the Foundation Stage is not secure. This compromises some children's care and experiences. In addition, although most staff work well as a team within their own individual rooms, providing an interesting environment conducive to the care, teaching and learning of most children, the good practice within rooms is not shared and valued. Consequently the care and teaching children receive is not consistent.

The recruitment procedures are clear and ensures children are cared for by staff who are mostly experienced and suitable. However, the vetting procedure does not check to ensure staff remain suitable to care for children, which compromises their safety and welfare. The level of qualified staff working with children is good and the ratio of adults to children is sufficient. All documentation is available for inspection and shared with parents.

The leadership and management of early education is inadequate. Some staff have an insecure knowledge of the Foundation Stage and the systems for monitoring and evaluating the nursery education and teaching are inadequate. Limited attention has been given to improve the quality of teaching for younger children and areas for improvement have not been identified. This results in practice being inconsistent and activities not matching the younger children's

development needs. Therefore they are not being sufficiently challenged. Staff are motivated and aiming to provide good quality education for all children and there is a commitment to improve learning for children, with some staff undertaking training. The senior member of staff working with older children has made considerable changes to procedures and the organisation in the pre-school room, improving experiences and the learning for older children.

### **Improvements since the last inspection**

Care.

At the last inspection the nursery agreed to organise mealtimes to give children the opportunity to develop their independence and social skills. Children now develop their social skills by sitting in small groups for mealtimes. They interact appropriately with each other and adults. Their independence is being promoted as they help themselves to food and drink at snack time.

Nursery education.

At the last inspection the nursery agreed to: develop opportunities for parents to become involved in their child's learning; enhance children's understanding of different cultures and beliefs; develop staff's knowledge and understanding of the early learning goals, implement a staff appraisal system which addresses their strengths and weaknesses and ensure the more able children are encouraged to solve mathematical problems in routine and incidental situations.

Parents of older children are now encouraged to become involved in their children's learning in many ways. All children are made aware of different celebrations and more able children are encouraged to solve mathematical problems in routine situations. Therefore the experiences some children receive are enhanced and continued at home with parents.

However, the parents of younger children have limited opportunities to become involved in their children's learning. Resources showing positive images of different cultures and disability are limited in some play rooms. An appraisal system has been introduced but is not effective in practice and does not always identify or address staff's strengths and weaknesses. Some staff have a limited understanding of the Foundation Stage. Therefore the teaching and learning is not consistent and consequently some children are not making good enough progress. These remain as areas for improvement and, as a result, will be carried forward following this inspection.

### **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 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 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:

- ensure babies are held whilst bottle feeding, preferably by the same carer
- detail how children's privacy and dignity is respected when accessing the toilet
- ensure the child protection policy includes a procedure to follow if there is an allegation against a member of staff
- ensure appropriate furniture is used for babies to sleep
- ensure the risk assessments conducted cover all areas used by the children
- ensure there are clearly defined procedures to follow in the event of a child being lost or uncollected
- devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff.
- keep a record of complaints relating to the national standards in line with regulations and any action taken
- provide separate bed linen for each baby to use when sleeping.
- ensure that there are effective procedures in place for checking that staff continue to remain suitable to work with 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:

- ensure parents receive information about the educational programme as their children enter the Foundation Stage and involve all parents in meaningful ways in their children's learning
- demonstrate how the provision for nursery education and quality of teaching and learning is monitored and evaluated effectively
- ensure all assessment records are up-to-date and completed for each child, clearly showing the progress made from when children enter the Foundation Stage and also include the views of parents
- develop planning to ensure activities match the different levels of children's needs and also provides them with sufficient challenge
- develop effective teaching methods to extend all children's thinking and provide sufficient challenge for the younger children
- demonstrate how the knowledge and understanding of all staff is developed with regards to the Foundation Stage.

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](http://www.ofsted.gov.uk)