



Orchard Day Nursery

Inspection report for early years provision

Unique Reference Number	EY219783
Inspection date	01 August 2005
Inspector	Rosemary Linda Tomkins
Setting Address	Orchard Street, Wolstanton, Newcastle under Lyme, Staffordshire, ST5 0BU
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Registered person	Linda Jean Belfield
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 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?

Orchard Day Nursery originally opened in 1987 and was registered under new management in 2002. It operates from a property close to the centre of Wolstanton, Newcastle-under-Lyme. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 51 children aged from 0 to under 5 years on roll. Of these 13

children receive funding for nursery education. Children come from the local and wider Newcastle-under-Lyme area. The nursery supports children with special needs and children who speak English as an additional language.

The nursery employs nine staff. Six of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a level three qualification. The setting receives support from a teacher advisor from the Local Education Authority and has weekly visits from French and dance teachers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well-planned routines. They know, for example, that 'they have to wash dirt off before dinner' and wash their hands after using the toilet and playing outside. Good procedures, such as, staff wearing disposable gloves for nappy changing and appropriate cleaning of changing area sustain good levels of hygiene and help reduce the risk of cross contamination. Clear procedures for sick and infectious children are displayed to help prevent the spread of infection and keep children healthy.

Children benefit from a healthy diet. Drinks are readily available throughout the session and children know they can ask for a drink or help themselves from the chilled water containers. Children are given a variety of snacks and enjoy eating the fruit. Children have three meals a day cooked from fresh ingredients by the cook. Menus are displayed and all dietary requirements are discussed with parents. This helps to ensure children remain healthy.

Children enjoy good opportunities for physical exercise. They join in free-play and organised activities both inside and out. Children make frequent use of the well-presented outdoor area to develop their climbing, jumping and running skills and take part in music and movement sessions. This helps children develop a positive attitude to exercise and maintaining a healthy lifestyle.

Staff use Birth to three matters guidance well to provide a good range of play experiences for babies and children to age three. All are able to rest and be active according to their needs. Children are comfortable and secure in the quiet rest and sleep areas supported by staff who ensure their daily routines are followed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a well-organised environment, where most risks to children are limited through appropriate safety and security procedures. Staff monitor access to the group at all times though an intercom system and the outdoor areas are fully secure. The manager ensures there are extra staff for outings to help children stay safe and there are clear written procedures in place. Risk assessments are

completed regularly and daily safety checks are made. However not all children who attend the nursery have practised the emergency escape and evacuation procedures. This means that some children do not understand how to keep themselves safe in an emergency. In addition, staffing ratios are not always maintained to ensure the pre-school children are fully supported and protected from harm.

Children use a range of safe, good quality, developmentally appropriate resources. These are well-presented by staff and children are able to choose from the varied range stored at low level. Staff consistently explain safe practices, such as why they need to stay in a line and hold hands when they go to the outside area and how to negotiate the stairs safely. This helps children learn to take responsibility for keeping themselves safe and older children often help younger children to develop their understanding of safety.

Children are well protected by staff who have attended training and have a clear understanding of child protection issues and follow the correct procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident in the setting's welcoming and caring environment. They have positive relationships with staff and receive comfort and attention when they need support. Children play happily together and with adults using resources such as puzzles, animals and moving in time to music, all suitable to their age and stage of development. Children over two years enjoy exploration with paint and sand which helps children represent their feelings and ideas in a variety of ways. Younger children show much interest as they look at themselves in the mirror and pulled faces. Children's language and communication skills are promoted well by staff through constant conversation, story and Jolly Phonics sessions. Consequently children speak clearly and are able to express their needs. However, staff working with children under two years do not have a secure understanding of the range of experiences which enable babies to make greater use of their senses and creative abilities.

There is a good range of resources to promote imaginative play and children over two years play together in groups in the home-corner acting out activities, such as putting dolls to sleep in the cradles and cooking. As a result children's social skills are developing well.

Good use of observations and assessments for all children help staff to plan for the next steps for play and learning and show how each child is developing new skills. Therefore, children are extending their learning to reach their full potential. Staff evaluate planned activities and adjust to remain flexible and meet individual children's needs.

Nursery education.

The quality of teaching and learning is satisfactory. Children are making satisfactory

progress towards the early learning goals. However, there is a newly formed staff team and some of them have a limited knowledge of the Foundation Stage but are attending training to increase their understanding. Staff plan and provide a varied range of activities under each area of learning, the learning intention is clear and relates to the stepping stones so that all aspects are covered sufficiently.

Staff use suitable methods to maintain children's interest, sitting with children, asking questions and offering support when needed but not always encouraging children's independence. Staff help raise children's awareness of the community and the wider world well and there are a varied range of resources to promote this. Organisation of group time and free play encourage children's learning and help children to concentrate well because they are in small groups and often have individual support. Children are appropriately challenged through questioning at story time and during activities, particularly in areas of language and communication development. Behaviour is well-managed and this results in a calm and caring environment for children.

Children show a strong sense of belonging as they greet each other and staff on arrival. Children are interested and engaged in their play as they select and carry out activities and assume responsibility for personal care. However, children are not encouraged to pour drinks or serve their own food during meal times to further develop their independence and manage their own tasks. Children are friendly and show care and concern for others. They behave well, responding positively to the boundaries set. Children speak clearly and confidently, sharing their experiences and listen intently to stories. They recognise their names and are able to sound letters in their names. Children demonstrate that they know how to form letters, they often practise this or use writing as a way of communicating.

Children understand and use numbers. They count up to five meaningfully and match the number of bricks to the wall chart. They are developing problem solving skills, comparing numbers and know that one more than three makes four. Children demonstrate that they understand shape and size, painting big circles for their face and little circles for their eyes. However, children do not practise counting and comparing during everyday routines. This means that children do not use number names and number language spontaneously. Children develop an initial sense of time and place, and gain knowledge of the environment as they are taken on walks to local parks and visit the library every month. They develop some exploration and investigation skills as they learn about change when caring for the goldfish and growing flowers.

Appropriate use of the indoor and outdoor areas help children develop their physical skills, and children use large apparatus and one-handed tools competently. They climb the slide steps well and balance along chalk lines. Children use paintbrushes and scissors with good control. Children are able to express themselves through painting and exploring different textures and are able to name a wide range of colours well. They use their imagination and a range of rhythmic movements as they take part in the music and movement sessions led by a visiting dance teacher for example, creeping and growling as they pretended to be bears and singing 'Teddy Bear, Teddy Bear'.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. They are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement on arrival and during their play throughout the session. Staff ensure that the resources positively represent the children who attend as well as individuals from the wider community. Children regularly visit the local park and surrounding areas to increase their knowledge of the world around them. Children react with fascination and excitement during activities with live rabbits and a puppy. This helps raise children's awareness of diversity and develop a positive attitude to others. Children behave well, and respond positively to boundaries set by staff. They take turns and share, help each other and remember to say 'please and thank you'. This positive approach fosters children's spiritual, moral, social and cultural development.

The nursery's policies and procedures promote inclusion for all children. A rear entrance to the nursery ensures it is suitable for all to access. Although the setting does not currently care for any children with special needs, senior staff have formulated a system to offer appropriate support.

The partnership with parents is good. All children benefit from the positive partnership staff have developed with parents. This means children settle well because the staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates through the prospectus and informed of topics and operational changes in frequent newsletters. Children's individual needs are discussed and recorded, daily exchange of information keeps parents informed of their child's well-being. Progress records are accessible to parents in each group room. Partnership with parents of children who receive nursery education is good. They receive detailed information on the educational programme provided for their children and they are encouraged to be involved with their learning by helping them with books at home and joining in with social occasions.

Organisation

The organisation is satisfactory.

There are effective recruitment procedures which ensures staff are appropriately vetted and there is a suitable level of qualified staff who work with the children. However, the organisation of staff meal breaks does not ensure there are sufficient staff with the pre-school children. This means that children do not have adequate adult support to keep them safe.

Staff have attended training but further training for staff working with children under three is required to increase their understanding of children's development and knowledge of appropriate activities. Staff who work with the children in receipt of funding for nursery education have sufficient knowledge of the Foundation Stage and the Special Educational Needs Code of Practice to help extend children's learning in all activities and provide appropriate support.

Induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. There are clear systems in place for recording accidents, medication and attendance. Overall, the provision meets the needs of the range of children who attend the nursery.

Improvements since the last inspection

At the last inspection the provider was asked to improve plans, outside play and developmental activities for children under two years and to record the times of attendance and staff who worked with children under three years.

All children in the nursery now have individual achievement and progress files which clearly show the next stages for development. In addition, parents have a daily written record detailing progress and activities. Children enjoy two sessions of planned outside play each day to ensure access to fresh air and exercise to help their physical development.

Registers of attendance are maintained in each room and show the times of arrival and departure of all children and staff. The nursery operates a key worker system which is clearly displayed on a notice board. The notice informs parents of which member of staff cares for their child.

Complaints since the last inspection

Since April 2004 Ofsted has received three complaints. One complaint relating to Standard 6: Safety. Concerns with regard to Fire Safety Procedures at the nursery. The Fire and Rescue Service conducted enquires and in addition, Ofsted requested that the registered person supply evidence as to how the concerns had been addressed. The registered person responded within timescales set and we are satisfied that appropriate action has been taken. In addition, the Fire and Rescue Service have confirmed that they are satisfied with the steps taken by the registered person. The registered person remains qualified for registration.

The second complaint related to Standard 7: Health and Standard 12: Working in Partnership with Parents. Concerns were raised about staff behaviour, provision of drinks for the children and reporting of an accident to a parent. An internal investigation was undertaken and a satisfactory reply received from the registered person. A childcare inspector team manager reviewed the reply and further requested that the complaints procedure contained more detail relating to Ofsted's contact address and telephone number. The registered person responded within the timescales set and we are satisfied that appropriate action has been taken. The registered person remains qualified for registration.

The third complaint related to Standard 3: Care Learning and Play relating specifically to a distressed child in the baby room. We raised these concerns during an unannounced Inspection on 01/08/2005 and found that the settling-in procedure had not been followed. As a result of the complaint Ofsted is recommending that the nursery reviews and implements the procedure. The nursery has agreed to action

this recommendation immediately. The registered person remains qualified for registration.

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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 further the registered person should take account of the following recommendation(s):

- ensure staffing ratios are maintained at all times with children aged three to five years
- improve the staff's knowledge of the needs of children under 3, for example through the use of the Birth to three matters framework
- ensure all children who attend the nursery are included in the emergency escape and evacuation practices

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):

- provide opportunities for children to count and use mathematical language during every day routines
- extend opportunities for children to manage their own tasks to further develop their independence.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk