

Orchard House Nursery

Inspection report for early years provision

Unique Reference Number	EY273551
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Inspector	Jayne Rooke / Michelle W. Smith
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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 House Nursery is run by private ownership. It opened in 2004 and operates from a converted coach house building in Tamworth, Staffordshire. A maximum of 40 children may attend the nursery at any one time. The setting is open each weekday from 07:30 until 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 53 children aged from three months to under five years on roll. Of these, nine children receive funding for early education. Children come from the local and surrounding areas. The setting has systems in place to support children with learning difficulties and/or disabilities.

The nursery employs 12 members of staff. All of these hold appropriate early years qualifications. Two members staff are working towards further qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and comfortable environment where they learn to follow simple good health and hygiene practices from an early age. They learn the importance of good hygiene and personal care through daily routines. For example, young children mimic actions, when prompted for covering their mouth when coughing; children are encouraged to clean their hands using baby wipes and soap and water before meals and snacks and after toileting. Posters and pictures displayed in the bathroom help children to understand the importance of personal hygiene. Older children confidently describe how germs can 'make your tummy sore' if they are not 'washed away properly' and know how to use the warm air hand-dryer to ensure their hands are dry properly. There are clear procedures in place for sick and infectious children which help to prevent the spread of infection. Staff hold current first-aid qualifications ensuring children can receive appropriate care in the event of a medical emergency. Good health and hygiene procedures positively reflect environmental health guidelines and recommendations.

Good communication between staff ensures that children's good health and dietary needs are promoted well. Menus are well planned and of high nutritional value, using fresh produce and 'home-made' products tailored to children's individual preferences and needs. Children are offered a variety of fresh fruit snacks each day, enjoying oranges, bananas, apples and raisins. Healthy eating fact sheets are displayed for parents' information to share nutritional advice promoting positive attitudes to food and drink. Children are beginning to understand the benefits of a healthy diet as they serve themselves to water or juice drinks and fruit snacks. Younger and older children enjoy sociable occasions as they sit together for meals.

Children enjoy a range of physical play experiences that contribute to a healthy lifestyle. Babies and young children rest and sleep according to their own routines, whilst older children have opportunities for rest at quiet times throughout the day. All children benefit from regular fresh air and exercise during outdoor play and during activity walks and outings. Indoor physical play and games are included in the daily routine.

Physical Development:

Staff plan the outdoor learning environment well. Children explore physical and imaginative play situations as they balance on low play equipment, ride bikes using their feet to scoot along and push pedals, working together to steer vehicles around obstacles. They further develop their coordination skills as they throw balls at skittles, aiming to knock them down. Children use resources from the 'windy day' box to explore a range of movements such as dancing with ribbons. They develop a sense of space as they create a den to hide inside. 'All about me' themes incorporate activities to develop children's knowledge of how their body moves and works. For example, children run energetically around the garden until they have run out of 'energy'. Children use one handed tools such as scissors with increasing levels of control and further their eye-hand coordination as they thread with small pieces. They explore malleable materials using play-dough to create cake shapes and control their pencil well to draw defined shapes such as triangles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where they can move around freely and independently under staff's close supervision. Good security and staffing arrangements ensure that exit and entry to the premises is closely monitored and recorded. Written attendance records for children, staff and visitors are accurately maintained. Additionally, code locks on entrance doors and security camera systems are used effectively to monitor all activity within the nursery. Children play in a safe indoor and outdoor environment because staff undertake and record daily risk assessments. In addition, they ensure that rooms and resources are well organised to minimise risks and reduce the likelihood of accidents. Staff implement effective procedures to ensure that the premises and equipment are regularly checked and maintained in good condition and also, so, so that children can safely take part in outings. Fire safety procedures are consistent with advice sought from fire safety agencies. Children are regularly involved in a fire safety practise so that they understand how to leave the building in an emergency. Children are encouraged to keep themselves safe. They learn about safety rules such as walking indoors and how to cross the road safely using a pedestrian crossing. Activity and story projects help children learn about personal safety issues such as trusted adults and stranger/danger.

Children are protected from harm and neglect as all staff demonstrate good understanding of their role and responsibilities in safeguarding children. Clear guidelines, policies, training and induction procedures ensure that all staff and students fully understand what action to take and what to do if they have concerns about a child's well-being. Staff understand procedures regarding any allegations made whilst a child is in the care of the provider. This effectively helps to safeguard children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settle well in the welcoming environment. Staff use their knowledge of the 'Birth to three matters' framework sufficiently well so that young children are provided with routines and activities which are of interest to them and which help them to make steady progress in their learning, leisure and personal development. Weekly activity plans are clearly linked to child development frameworks, identifying next steps and 'magic moments' to inform future planning. Communication books and development records ensure that babies and young children's progress is monitored and observed taking into account their individual routines, needs and preferences. However, staff do not obtain consistent information from parents regarding their child's stage of development at initial entry. This minimises opportunities for staff to effectively build on what individual children already know and can do. Babies enjoy a variety of active and musical games which help them to develop their movements and actions in response to what they see and hear. For example, they clap and mimic rocking a baby during song and rhyme time. They demonstrate sensitivity towards others, carefully stroking younger children and adults and saying 'ah'. Children show delight and enjoyment as they receive praise and happy smiles from adults. This promotes young children's confidence and self-esteem, helping them to respect and value others. Regular use of sensory materials and treasure baskets help children to learn using all of their senses as they play with familiar objects such as pots, pans and wooden utensils and express a range of emotions during 'cardboard box' play. Additionally, staff encourage children to learn simple sign language techniques from an early age so that they become skilful communicators. Staff respond sensitively to children's changing needs, providing resources and planned activities which help children to express their creativity

and imagination in a variety of ways. Babies and young children use paint, collage and a range of drawing materials to develop early writing skills and experiment with different textures during 'jelly' play. They play with a variety of action toys and small world play equipment which helps them to build on their natural curiosity as learners. Books are accessible to them and children often enjoy snuggling up in a small group or with an adult for some cosy story time. Toys are stored at child-height in attractive boxes with picture labels so that young children learn to select toys for themselves, promoting their independence. They enjoy sociable routines throughout the day as they meet up with older children for meals and snacks. Also, during regular outdoor play in the garden and on outings such as Autumn walks in the local park. Additionally, social activities extend to the celebration of festivals and special events such as Diwali and the Christmas Nativity. Children have close and caring relationships with staff who are attentive and supportive of their individual needs. This increases children's sense of trust.

Nursery Education:

The quality of teaching and learning is satisfactory. Staff continue to develop their knowledge of the Foundation Stage. They have attended a number of training courses and now deliver the curriculum using a sound range of teaching methods. Planning now links logically to all six areas of learning and is monitored reasonably well to ensure children are making steady progress in all six areas. Assessments are meaningful to each child as staff record daily observations which form a 'photo observational diary' of children's progress. Although, staff sometimes miss opportunities to make effective links with initial assessment information in order to fully utilise next-steps planning based on what children already know and can do. As such, whilst the level of challenge is sufficient within most activities, focused activities are not always threaded through the day to consolidate children's learning. Also, staff do not always make full use of conversations and carefully framed questions to encourage children's full progression.

Children are developing confidence and self-esteem. They are keen to join in with most activities and show excitement as they play with jelly, although, on occasions become disinterested and easily distracted from some activities which sometimes lack meaning and purpose. For example, after lunch staff ask children to read a story and look at books. However, at this time the environment is not always sufficiently well-organised. As a result, children are easily distracted, wandering aimlessly and creating loud noises which distracts from reading books and stories. However, they enjoy selecting books from the library bus, explaining with pride that they have stamped their own book. They show willingness to tackle problems such as putting on their own gloves as they move outdoors and serve themselves to meals and drinks. Children respond readily to simple instructions, keenly tidying up with staff whilst listening to the 'tidy up song' being played in the background. This helps children to develop their understanding of appropriate behaviour and respect for others. As a result children generally behave well.

Children have regular opportunities to develop their skills in most areas of learning. They play imaginatively with their friends talking and laughing as they invent imaginary games, such as chasing monsters. Many activities enable children to recognise initial sounds in words. Some children are able to recognise their name with more able children writing their name. Children make marks frequently throughout the day which helps to build their early writing skills. For example, they take their name off the self-registration board, saying they have written their name, showing marks on their paper. Children also draw with pencils, gaining increasing control over their small movements, drawing and naming shapes and pictures such as triangles and ducks. They are beginning to understand simple mathematical concepts such as counting the number of children at the dinner table and counting on to add one more. They use simple props such as the number line and matching pairs games as they begin to solve problems. However,

there is a lack of calculation used within routines and play opportunities minimising opportunities, for children to calculate independently or routinely. Children develop design-making skills as they use a variety of materials and equipment to make clay models, decorate biscuits and construct musical instruments and imaginary telephone equipment. They use information technology equipment confidently as they choose to spend their time playing computer games where they control the mouse and cursor extremely well. Children develop their creativity and imagination as they absorb themselves in lively role play about being bitten by a dinosaur in the swimming pool. They express and communicate their own ideas as they describe with great enthusiasm their adventures with an imaginary dragon. Staff respond with expressive facial gestures and show a very lively interest in what children are saying. Children listen to different types of music and use household objects as musical instruments. They excite themselves as they tap a xylophone, playing alongside their peers. They experiment with the sounds they make as they change the pace of the music, giggling as they go as fast as they can.

Helping children make a positive contribution

The provision is good.

Children develop a sense of belonging because the staff know them and their families well and ensure they are all valued and included. Children see pictures of themselves on their individual coat pegs and at self-registration time. 'All about Me' themes and projects help children to recognise that we are not all the same. There is a sufficient range of resources to raise children's awareness of diversity. For example, children learn about a wide range of cultural and traditional festivals as they celebrate many events throughout the year. They play with some resources such as books and dolls which help them to learn about the diverse world. All children listen to an interesting variety of cultural music and are involved in food tasting sessions. Although, additional resources are not fully utilised within the everyday environment to further support and enhance children's developing knowledge in this area, including disabilities. This potentially minimises opportunities for children to extend their knowledge and understanding of the wider world.

Good systems are in place to support children with learning difficulties and/or disabilities. Staff adapt activities, routines and the environment to meet any individual needs. This ensures every child has equal opportunities to take part in routine and significant events. Staff are secure in their knowledge of identification and assessment procedures. Good links are made with external agencies to ensure children receive appropriate support. This successfully promotes inclusion. Staff manage children's behaviour positively and consistently. As a result, children are clear about what they can and cannot do and therefore learn how to behave well. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They are made to feel welcome by the friendly and approachable staff. There are many opportunities for them to be involved in nursery routines and events such as outings to local areas of interest and the Christmas concert. They receive useful and detailed information about children's daily routines and activities and have opportunities throughout the year to discuss their child's development and progress. Although development records lack some detail about children's attainment on entry.

Parents are provided with the opportunity to raise any suggestions, concerns or compliments they may have. They express very positive comments about the activities provided, staff experience and the care and support that their children receive. Informative policies, newsletters

and documentation helps to keep parents up to date and involved in their child's care and development.

The partnership with parents and carers whose children receive funded education is good. Information is frequently shared about the educational programme so that they understand how their children learn. An 'activities at home' newsletter informs parents clearly about forthcoming themes and projects. Attractive wall displays and photographs of children taking part in a wide range of activities help parents to understand the purpose of the Foundation Stage curriculum. This means that parents can be actively involved in their child's learning.

Organisation

The organisation is satisfactory.

Staff organise the setting well to provide a stimulating and child-friendly environment in which children can take part in a range of interesting activities to support their care, learning and play. Activities are sufficiently well planned incorporating all areas of learning and development regarding the 'Birth to Three' and Foundation Stage frameworks. Although, there are some inconsistencies regarding assessment information in relation to children's stage of development on entry and transfer to other rooms, also in relation to their next steps in learning. This minimises opportunities for staff to consistently monitor children's progress and learning. Children receive loving care and support from staff who are considerate of their individual routines and comfort needs. As a result, children develop satisfactory levels of independence, curiosity, imagination and concentration and use all their senses to explore a sufficient range of experiences. Staff are committed to developing and extending their knowledge of childcare and development, attending many courses throughout the year.

Rigorous vetting procedures ensure children are protected. Appropriate systems are in place for the effective monitoring of staff suitability. Thorough induction procedures ensure that staff and students understand the setting's policies and procedures. Children's well-being is promoted well because all of the required documents and information is kept. This is well organised to ensure children's details are kept confidential. The complaints procedure and record system is in line with current guidelines and regulations.

The leadership and management of the setting is satisfactory. Self evaluation methods are used well to continuously assess the effectiveness of the provision and identify areas for improvement. Staff attend regular training events and welcome input from the local authority for support and guidance. There are consistent procedures for monitoring the planned programme of activities, although, on occasions, children's learning is not fully extended and staff do not always use carefully framed questioning and consolidation techniques to challenge children's thinking throughout all activities. Also, at times the ineffective organisation of rooms for children aged two to five years minimises opportunities for them to be fully engaged in meaningful play.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the provider agreed to: maintain consistent records of all accidents occurring on the premises, improve the use of staff, space and resources to meet children's needs effectively and to further develop staff's knowledge and understanding of positive methods to manage children's behaviour, which also applied to nursery education. Also, to

update the complaints policy to include the name and address of the regulator and update the child protection policy in line with the Local Safeguarding Children's Board.

Since then, the provider has taken positive steps to keep detailed individual accident records which are consistently maintained. She has developed an 'accident indicator' system to ensure that parents are fully informed of any accidents involving their child. Improvements have been made to the organisation of rooms and resources so that children aged two to five years can make more free choices about where they would like to play and to explore and discover. As a result, the use of staff, space and resources are sufficiently well-organised to meet most children's needs, although, at times, some children are engaged in less purposeful activity following some routine times during the day. Therefore a further recommendation has been made following this inspection. Staff manage children's behaviour consistently, identifying any individual needs and offering support and explanation. This helps children to learn about right and wrong and understand expected rules of behaviour. Current Ofsted contact details are displayed prominently on the parents notice board. This means that parents are well informed of how to contact Ofsted should they wish to pass on any compliments or complaints regarding their child's care and welfare. A comprehensive policy in line with the Local Safeguarding Children's Board guidelines is available to parents. Relevant information is also displayed on the parents notice board. This means that parents are fully informed of all safeguarding procedures.

At the last education inspection the provider was required to improve staff's knowledge and understanding of the Foundation Stage and delivery of the curriculum taking into account the many ways in which children learn. Also, to implement a rigorous planning system to ensure the breadth of the curriculum is provided with appropriate challenges for all children and to ensure the provision for nursery education is closely monitored and evaluated.

Since then the provider has taken positive action to employ staff with appropriate experience and skills regarding the Foundation Stage curriculum. Additionally, staff are beginning to attend relevant training to improve their knowledge and skills in this area and keep up to date with new ideas, guidelines and regulations. The provider is implementing useful systems to monitor the effectiveness of the educational programme, although these are currently not fully effective in relation to any curriculum issues regarding teaching and learning. Planning systems have been introduced to ensure the breadth of the curriculum is covered in all six areas of learning. However, staff continue to miss opportunities to develop and extend the challenges for children within the everyday routines and practical activities. Therefore further recommendations have been raised following this inspection. The provider meets regularly with pre-school staff to assess and evaluate the planned programme of activities. Useful links between the 'Birth to Three' and Foundation Stage assessments are beginning to be developed so that staff can identify the next steps in children's learning. Consequently, children are making steady progress towards the early learning goals.

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):

- further improve systems to record what children can do and to effectively plan for the next steps for children's play, learning and development (also applies to nursery education)
- develop further opportunities within the everyday environment for children to extend their knowledge of the wider world, including diversity and disabilities
- ensure the organisation of the room for children aged two to five years consistently provides a purposeful environment in which children engage in meaningful play; this refers to the time period after lunch (also applies to nursery education).

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):

- further develop staff's use of conversations, carefully framed questioning and consolidation techniques to challenge children's thinking throughout all activities
- develop further opportunities for children to extend their mathematical knowledge and skills regarding calculation
- gain further information from parents regarding their child's stage of development on entry to the setting and at each stage in their child's learning (also applies to care).

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