

# Orchard Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	130705
<b>Inspection date</b>	11 December 2007
<b>Inspector</b>	Chris Mackinnon
<b>Setting Address</b>	Queens Park Road, Brighton, East Sussex, BN2 0GL
<b>Telephone number</b>	01273 622 883
<b>E-mail</b>	
<b>Registered person</b>	Shauna Caulfield
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Orchard Day Nursery was first registered in 1991 and is located in a converted church building in the Queens Park area of Brighton. Children have separate play and learning areas, depending on their ages and there is also an enclosed outdoor play area. The nursery is open from 07:45 to 18:00 with a breakfast club and after school club also provided for children, during term-time. The setting is registered for a maximum of 64 children under eight years. There are currently 102 children on roll with 12 receiving funding for nursery education. The setting is able to care for children with disabilities and also for children with English as an additional language. There is a staff team of 19 and all have appropriate early years and play-work qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are healthy and active within the setting, effectively supported by staff who follow clear hygiene practices. Children gain a good understanding of how to keep clean, through close adult support and guidance. Children also learn to develop independence in their personal care. Children's individual health and development needs are successfully supported by key-worker staff who work closely with parents. Children's healthy development is effectively supported by staff who take care to ensure children have a wide range of active games and physical activities. Children enjoy using the secure outdoor play area for ball games and role-play, which develops their physical confidence. Staff also provide children with much close support and encouragement to explore resources and learn new skills. Children have healthy snacks and fresh fruit daily. Staff take care to monitor the quality of the food and drinks provided, and children's individual dietary needs are successfully supported. Staff are enthusiastic and successfully encourage children to become involved in all the games and activities, to effectively support their healthy growth and development.

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

The provision is good.

Children enjoy their play and learning activities, encouraged by a bright and well organised child care environment. The setting's play areas are well planned and prepared to meet the needs of different ages. Children have many opportunities to explore, develop and learn. A wide range of colourful and attractive play resources are available for children of different ages to be expressive and enjoy their activities. A good selection of sensory resources are also provided within the setting. In all the play areas, clear access to well organised and stimulating play materials, ensures children have positive learning experiences. Children use art-craft materials and have many attractive resources to support imaginative games and role-play. Children have access to a computer, but the range of technology based play and learning resources within the setting, is underdeveloped. Children are protected from accidents and harm through close staff supervision and a well organised range of safety procedures. Clear risk assessments are also in place and staff are vigilant in maintaining safety outdoors. Children's welfare is well protected by trained and experienced staff who have a clear awareness of the need to safeguard children at all times.

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

The provision is good.

Children's development is successfully supported by a well organised and versatile programme of challenging games and activities. Children have many fruitful adult-child interactions, that successfully encourages their language and communication skills. Children join in eagerly and have fun during many inventive and expressive activities, including sensory play and music sessions. Children enjoy looking at books and staff are able to expand children's skills in writing and recognising words. Staff effectively extend many everyday activities to include learning about colour, shape and numbers. Children explore a wide range of materials in challenging and inventive art-craft projects. Children learn how to use tools and explore a wide range of assembly and making materials. Children are also confident and inventive, creating their own games and adapting resources during role-play. Staff take care to develop children's interactive skills with regular one-to-one contact and in many well organised group activities. Staff are

perceptive and use questions effectively to challenge children's thinking and extend their learning. The setting also has a well prepared outdoor area, where children have a wide range of activities that extend their learning and physical confidence.

#### **Nursery Education.**

The quality of teaching and learning is good. A well organised and effective learning programme ensures children have a wide range of stimulating experiences to support their progress in all six learning areas. Clear planning and preparation ensures children enjoy a successful range of learning experiences. Well organised and effective use of resources and confident and enthusiastic staff motivate children effectively to learn, achieve and have fun. Children enjoy using language, with staff attentive in helping children to be expressive and use their developing vocabulary. Many opportunities are provided within the setting's learning environment for children to develop a good understanding of numbers, sizes and shapes. Staff successfully stimulate children's imaginations and provide many opportunities for children to explore their own ideas. At all stages throughout the setting's play and learning programme, children are consistently helped by confident staff to achieve and progress their learning.

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

The provision is good.

Children are welcomed at the setting and encouraged to play happily together. Staff are consistent when managing children's behaviour and key-workers take care to develop individual children's confidence. Children are provided with many opportunities to learn about themselves and each other. Staff help children learn to share and take turns, which fosters spiritual, moral, social and cultural development. The setting's learning programme includes a broad range of activities, well organised to reflect diversity and other cultures. Children's awareness of the wider world is also effectively supported through planned activities and regular visitors. The setting is effective in providing parents with written information daily on their children's health, care and development. Parents are given clear details of the range of activities and the early learning programme. Parents are also supported by regular contact with staff. The setting's written policies and guidance material is also easily accessible to parents.

The partnership with parents is good. Written details of children's care and learning are provided for parents everyday. Staff key-workers also keep well organised information on individual children's achievements so parents can easily see how their children are progressing. Parents are made aware of the early learning programme and range of activities provided. Staff are effective in encouraging parents to follow the setting's regular learning themes, but more information could be provided for parents to support their children's learning at home. Parents are welcomed by staff and can join in with activities or visit the setting at any time. Contact with parents is also effectively supported with regular newsletters, outings and open evenings.

#### **Organisation**

The organisation is good.

Children benefit from the effective organisation of the play areas and learning environment. Staff are well motivated and consistent in encouraging children's development, with a key-worker system in place that effectively supports individual children's achievement. The layout of the setting is well planned to meet the needs of children of different ages. Many tactile and sensory experiences are included in the play activities for younger children and plenty of challenging learning opportunities are also provided for older children. A good supply of stimulating and

attractive play resources support children successfully in having fun, being expressive and learning new skills. Children also have access to a safe and well prepared outdoor play area. The staff caring for the youngest children are well qualified, and trained staff also organise the early learning for older children. Staff are also committed to improving their practice and follow a development programme to further their training. All required record keeping is up-to-date and well maintained. The setting has well organised documentation, which is easily accessible to staff and parents. Clear and detailed policy guidance is also in place to ensure the setting is safely and efficiently managed. The setting meets the needs of the range of children for whom they provide.

The leadership and management within the setting is good. The funded children are effectively supported in their learning by a well organised staff team, with a good knowledge of children's learning stages. A well planned programme of activities is provided to successfully promote children's achievement in all six learning areas. Staff work well together and regularly observe children as they learn and respond to the activities. The written evaluation of individual children's development is also clearly organised, with detailed records kept of how children progress. The staff involved with the early learning consult regularly to discuss the effectiveness of their teaching and the learning programme.

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

Since the last inspection the setting has developed the use of the Birth to three learning programme, providing improved outcomes for children in enjoying and achieving.

### **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 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- widen children's access to technology based play and learning resources

## **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 parents with more information to support children's learning at home

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)