

Orchard School Nursery

Inspection report for early years provision

Unique Reference Number	EY355338
Inspection date	01 May 2008
Inspector	Gill Ogden
Setting Address	Orchard Close School, 21 Holly Road, RETFORD, Nottinghamshire, DN22 6BE
Telephone number	01777 700486
E-mail	
Registered person	Sandra Mary Fox
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Orchard School is an independent school for children from two to 16 years of age. The main school operates from South Leverton and the provision for children aged between two and three years of age is provided in its nursery building, five miles away in Retford, Nottinghamshire. The property is an adapted Victorian house with a garden for outdoor play. The nursery school has been running for over thirty years and registered to provide care for 12 two-year-olds in 2007. These children mainly use one room in the house as well as the outdoor area, toilets and dining room.

The nursery school is open from 08:30 to 16:00 each weekday during school term time. Children attend for a variety of sessions and are required to wear the official school uniform. Of the three core staff who work with the two-year-old children regularly, two hold appropriate early years qualifications. The head of the nursery school provides on-site support to the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health needs are given fairly good attention. Regular routines are followed to maintain a hygienic environment that minimises opportunities for cross-infection. For example, tables are cleaned with antibacterial wipes and dried off before they are used for snack. Children are supported to develop good personal hygiene habits through staff helping them to wash their hands after using the toilet and playing outdoors and to use wipes to clean them before snack. Careful nappy changing procedures are followed when staff wear gloves and ensure that soiled nappies are disposed of appropriately. Parents are clearly informed about which illnesses will prevent children from attending. However, because only one member of staff holds a current first aid certificate the nursery is not able to ensure that there will always be someone present who can deal effectively with sick children or any accidents that may occur.

Children get plenty of fresh air and exercise. They play outdoors every day using equipment such as tricycles, hoops, balls and slides. This contributes to them developing strong bodies and good co-ordination. They also enjoy exercise indoors when they move and dance to recorded songs and music. Although there is a day bed for children to rest on if they want to there are no other resources that help to create a cosy place for children to rest and relax comfortably with adults. Children's emotional health is well supported as a result of appropriate hugs and attention from staff and by them having comfort objects.

Children enjoy an adequate diet in the nursery. Fresh drinking water is always available to them and they also have the option of milk at lunch and snack times. Because parents provide snacks for children they are varied in their content. Fresh fruit is available to supplement snacks if necessary. A cooked lunch such as shepherd's pie and vegetables is provided each day but little of its content is prepared from scratch, on site, using fresh ingredients.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and fairly well-maintained environment. The main entrance is kept secure with a bolt during opening times. The garden is on two levels and a secure fence and gate with a bolt prevents accidents. Rigorous risk assessment procedures are in place which include recorded daily checks both indoors and out. Safety equipment such as a fireguard is in place. Children are prompted to 'be careful' as they move around indoors and outdoors and use toys and equipment. This, together with taking part in regular fire drills, helps children to begin to learn to keep themselves safe.

The environment is attractive to children because it is brightly decorated with posters and children's art work. There is a good range of toys and play resources that are checked regularly for their ongoing suitability.

Children are further safeguarded because staff have a solid understanding of their child protection responsibilities. There is a clear policy and up-to-date procedures which relate to local authority procedures and these are made known to parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have warm relationships with staff and every effort is made to help them settle in. They quickly learn about the daily routines and enjoy taking on small responsibilities. For example, a child is chosen each session to help staff to give out snacks and drinks and they really enjoy doing this. Gentle conversations with staff encourage children to develop their language skills to recall events in their lives such as what they had for breakfast. They begin to learn about literacy through, for example, looking at the packaging on drinks which helps tell them what is inside because staff point out pictures of apples and raspberries on the container. Children learn to enjoy books at small group story time because staff make it interesting for them by using facial expressions, give them time to point things out in the book and encourage them to predict what might happen next.

Playing with sand outdoors is a favourite activity and helps children develop basic mathematical concepts. They concentrate for quite lengthy periods, pouring sand from one container to another and listen to staff talking about how many cupfuls they are putting in and that the container is almost full. Children learn for themselves, by regular practise, how to place one foot on the scooter and the other on the ground in order to push themselves along and they are thrilled when they achieve it. Opportunities for creative activities, such as collage, allow children to explore materials such as glue when they enjoy watching it dribble off the spreader and glitter which they enjoy shaking over the glue. Although the young children enjoy spending time with the older ones doing exercises and listening to stories and rhymes these periods last too long for them and they lose concentration so the overall benefit to their learning and development is minimal. They are much happier and learn more from the pretend play they enjoy, for example, with the doll's house and home corner. Staff use skilful questions during this kind of play that support their learning and development emotionally, intellectually, socially and physically.

The 'Birth to three matters' framework is used to plan activities for the children and staff are preparing for the incoming Early Years Foundation Stage.

Helping children make a positive contribution

The provision is satisfactory.

All children are made welcome in the setting. Staff gather information from parents when children first start to attend so that they can meet their individual needs. Children who bring comforters with them have free access to them throughout the day which helps them feel more confident and allows them to build their self-esteem. A variety of festivals are celebrated that help to reinforce children's own cultural backgrounds and introduce them to differing ones. Children gradually gain an understanding of their national and local cultures by taking part in fundraising events such as the 'Big Toddle.' Children behave well because staff act as good role models for them and treat them with respect. Calm explanations are given to them to help them understand the kind of behaviour that is expected. Children love getting a 'smiley face' reward and seeing it on their chart.

Staff have a friendly yet professional manner in their relationships with parents. Communication methods are developed that suit the needs of individual families. For example, a daily diary is used in situations where parents do not pick up their children. Informal information sharing takes place verbally as children are dropped off or picked up. Written reports about children's progress and development are sent home each term. There is a lot of information displayed on

the notice boards in the entrance that parents can access each day. However, not all parents are fully comfortable with how information is shared and there is not enough information in the school brochure about the provision for the two-year-old children.

Organisation

The organisation is satisfactory.

The principal and head of the nursery are aware of their organisational responsibilities and effective staff recruitment procedures are in place. The leader of the two-year-old room is appropriately qualified and attends ongoing training regularly to keep up to date with current good practice and changing legislation. There is a clear staff induction system in place and an informal appraisal system whereby training needs are identified. The premises are organised fairly well to meet the needs of the children. Good staff ratios are maintained for most parts of the day and there is adequate cover at other times.

All the necessary records are maintained satisfactorily and stored securely. However, not all policies and procedures reflect current day-to-day practice and when policies are reviewed or replaced older versions are not always removed to ensure full operational clarity. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

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.

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 that there are enough staff with a current paediatric first aid certificate to provide cover at all times
- create a more cosy and comfortable environment for children to rest and relax

- ensure there is an appropriate balance of child-initiated and adult-led activities to meet the needs of the age group of children being cared for
- review the systems in place for keeping parents informed about their children and the provision as a whole
- ensure all policies and procedures directly reflect the day-to-day practice in the setting.

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