

The Orchard Garden Private Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY103452
Inspection date	17 July 2008
Inspector	Dianne Lynn Sadler
Setting Address	Haig House, 87 Green Lane, Derby, Derbyshire, DE1 1RX
Telephone number	01332 370497
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Registered person	The Orchard Garden
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 good.

WHAT SORT OF SETTING IS IT?

Orchard Garden Day Nursery is privately owned. It opened in 2002 and operates from a converted house in Derby. A maximum of 107 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.15 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 131 children aged from birth to under eight years on roll. Of these, 32 children receive funding for early education. Children come from the local community. The nursery currently supports children who speak English as an additional language and children with a disability and/or learning difficulties.

The nursery employs 21 members of staff. Of these, 16 hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Appropriate 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 at mealtimes and use anti-bacterial spray to clean tables, nappy changing mats and sleep 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 from parents for obtaining emergency medical advice and treatment and before administering medication. This ensures children receive prompt first aid attention.

Children enjoy sociable mealtimes and are well nourished. They enjoy a varied four weekly menu which contains fresh produce and home made meals such as chicken pie, lasagne and fruit crumble. The independence and social skills of children is fostered appropriately by them sitting in small groups at mealtimes and helping themselves to foods at snack time such as rice cakes or breadsticks 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 or milk available at the snack table throughout the session. This ensures they are well hydrated. The dietary needs of children are discussed with parents and clearly recorded, ensuring that children have their dietary needs met appropriately. This includes children benefiting from vegetarian options at mealtimes.

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 riding the wheeled toys. They also benefit from accessing well-planned activities such as water play and drawing on the fixed chalk board. All children are able to rest or be active according to their needs. Babies sleep when needed, accessing their own individual cots and following the routines at home. Older children can also sleep or select quieter activities such as reading a book. However, some children are kept awake because of their parents' wishes when they are tired and cushions are used at times for sleep in the baby room. This does not meet the needs of these children at sleep time.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for appropriately in a safe and welcoming environment which helps them to feel secure and comfortable. They move around with ease from area to area, promoting their independence. Their safety and welfare is promoted adequately by staff following appropriate written policies and procedures. There are clearly written risk assessments completed by staff for all areas of the premises including the outdoor play area. All hazards have been identified and minimised, which protects children from the risk of accidental injury. Children are learning to keep themselves safe by practising the emergency evacuation procedure on a regular basis and participating in planned themes looking at safety and people who help us.

Children use mostly suitable and safe furniture, equipment and play resources, meeting most of the needs of children. There are colourful displays of children's work around the nursery and an effective use of photographs, which promotes a sense of belonging. There is a good amount of space and it is well organised for the children who attend. Babies and young children have three different rooms including a sensory room and older children benefit from accessing a separate creative room. Effective storage within the rooms means that children can help themselves to the well presented baskets of toys and resources. This encourages their independence.

Staff have a suitable understanding of their role in child protection and are aware of what action to take to protect children's welfare. The child protection policy has been updated and includes an appropriate procedure to be followed if there is an allegation made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

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.

All children 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 and young children enjoy playing with dried pasta and rice and develop their skills whilst cutting and rolling play dough to make dinosaurs. Some children sit and concentrate well whilst organising animals into different groups according to their colour.

Nursery Education.

The quality of teaching and learning is good. Staff have a strong knowledge of the Foundation Stage and a very good understanding of how young children learn and progress. As a result, children are motivated and keen to learn and are making good progress towards the early learning goals. Staff are enthusiastic and use a wide range of effective teaching methods to maintain children's interest. They know that children learn better when they are happy and relaxed and ensure children are well settled before they concentrate on their learning. Staff sit with children, ask questions and offer support when needed, therefore developing secure relationships. Staff effectively help raise children's awareness of the community and the wider world and there is a good range of resources and planned experiences to promote this.

Staff plan a broad range of activities under each area of learning and activities are repeated to enable children to consolidate their learning. The assessment procedure is good. Staff record observations they make on children's development and use them effectively to monitor children's

progress. However, the assessment records do not clearly show some of the children's starting points as they enter the Foundation Stage. This may compromise the progress these children make.

All children are interested and engaged in their play as they select and carry out activities. They assume responsibility for their personal care and their confidence and independence is being effectively developed. For instance, children confidently help themselves to a snack when they wish throughout the session. All children are learning to understand good behaviour. They are learning to share, take turns and work as part of a group. For example, some children work very well together to build a bridge out of bricks. This effectively develops positive relationships. Their self-esteem is being developed well as a child each day is proudly chosen as the 'star of the day', for good behaviour. Children benefit from learning about other countries such as Cuba and enjoy looking at different flags in a book, which gives them a sense of community. All children communicate very well with staff making their needs known. They speak clearly and confidently, sharing their experiences. They use language for thinking and communication very well throughout their play. For example, a child describes sand as 'soggy' and another considers whether different herbs taste 'squidgy'. At circle time children explore different shells selected from a basket and discuss what creatures live in shells. All children handle books confidently and are developing a good interest in the rich array of print in their environment. One child enjoys choosing a book about maps and discusses countries such as Italy where they have been on holiday. All children show good levels of interest in writing for their own purpose and some clearly write recognisable letters of their name, correctly formed. Most children confidently spell out their names sounding the letters clearly.

Children's interest in numbers, numerals, solving simple problems, size, shape and measuring is actively and effectively supported by staff. Children learn about big numbers as they confidently count eighteen children present and explore quantity as they consider what items are heavy or light on the weighing scales. However, there are limited opportunities for children to use calculation in everyday routines. Children thoroughly enjoy exploring and investigating using their senses and imagination. They enjoy tasting different foods and using their imagination describe what the foods taste like. They also enjoy exploring in the garden and observe a spider they found. All children develop an initial sense of time and place. They discuss events at home such as what places they are going to for their family holidays and discuss the weather at circle time.

Effective use of the indoor and outdoor space and well-planned activities help children develop their physical skills. They enjoy a 'super' egg and spoon race on Super Hero day and they enjoy playing with the parachute on a windy day. Some children benefit from going into the community to swim or play in the local soft play area. Children are successfully developing an awareness of the changes in their bodies. For example, they choose suitable clothing for Barney Bear to wear in rainy weather. All children are learning to use small and large equipment well. They enjoy building a large bridge out of bricks and then discuss the cars going over and under the bridge. All children enjoy exploring different media and materials which they are able to select for themselves throughout the session in the Creative Room. For instance, they enjoy exploring dried pasta, cereals and cornflour and make structures out of plastercine. Children use their imagination in a variety of ways. For instance, some children enjoy dressing up in the home corner and pretend to get married. They then construct a car using chairs and go on their 'honeymoon'. Children confidently express and communicate their ideas throughout the session. They taste foods and state what they 'love'. They consider whether jam tastes sweet or sour and when they smell a mixture of herbs one child exclaims 'They stink!'.

Helping children make a positive contribution

The provision is satisfactory.

The welfare and development of children who have learning difficulties and/or disabilities is promoted adequately. The written policy is consistent with current legislation and guidance. A nursery 'senco' has been appointed and is accessing training in this area. There is a clear, concise equal opportunities policies which is understood by staff and helps to promote anti-discriminatory practice for all children. All children are included within the setting. 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. Activities are now planned to raise children's awareness of the wider world. For instance, they paint rangoli patterns for Diwali and learn about Africa when exploring Ethiopian New year. There are also some multi-cultural play resources which reflect different ethnic groups. However, children are not sufficiently made aware of disability.

Effective relationships with parents ensure children receive appropriate care consistent with home. Suitable procedures ensure both parties are 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 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 a suitable complaints policy.

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 good. Parents are now well informed about the Foundation Stage and curriculum. They receive an informative information pack and the plans and photos of children at play are displayed well. Parents are encouraged to become involved in their children's learning in a variety of ways. They provide resources and books to support planned themes and they access a 'Home-links' sheet. This gives parents ideas of how to continue children's learning at home and all six areas of learning are fully supported. Parents are informed about the assessment procedure being implemented and are told they can access their children's records at any time. They share observations they make at home with regards to their children's learning which is recorded and used to plan the next steps for children's learning appropriately.

Organisation

The organisation is satisfactory.

Children are cared for appropriately by staff who are vetted and are suitable, mostly experienced and committed to their well-being. Staff work well as a team, providing children with a stimulating and interesting environment which is conducive to their care, teaching and learning. There has been a re-organisation within the setting and staff have embraced a number of changes recently and have remained enthusiastic and well motivated. The ratio of adults to children is good, enabling staff to work closely with children and establish secure relationships. However, the deployment of staff is not always sufficient, resulting in some children's needs not always being met. All documentation is available for inspection and shared with parents.

The leadership and management of early education is good. Staff have a secure knowledge of the Foundation Stage and the systems for monitoring and evaluating the nursery education and teaching are good. A great deal of attention has been given to improve the quality of teaching and learning for children and areas for improvement have been identified. All staff work well together and the senior member of staff has made considerable changes to procedures and the organisation in the pre-school room, improving experiences and the learning for children.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Care.

At the last inspection the nursery was to: expand the range of resources and activities that positively promote an understanding of the wider world; ensure that staff consistently interact with children to promote their enjoyment and learning and ensure that adult:child ratios are maintained and that staff are deployed effectively throughout the day to support children. Satisfactory improvement has been made. Ratios are now well maintained and children enjoy close relationships with the staff who consistently interact well with them. Resources and activities helping children to learn about different ethnic groups and religion are now in place. However, children are still not being made sufficiently aware of disabilities and the deployment of staff does not always meet all the children's needs.

Nursery Education.

At the last inspection the nursery was asked to: develop systems to monitor the effectiveness of the nursery education; ensure that children's development records are up to date and are used to plan for their next steps; develop information for parents about the Foundation Stage and encourage them to contribute to their child's development records and ensure that planning clearly identifies the learning intention, that it is differentiated to meet the needs of all the children and that it provides appropriate challenge. Good improvement has been made in all areas. Children are making good progress in all areas of learning which is well documented, shared with parents and monitored well by senior staff.

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.

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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):

- ensure staff are deployed effectively to meet the individual needs of all children
- ensure children's individual needs are met with regards to sleep
- improve further children's awareness of the wider world with particular regard to disability.

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):

- ensure all children's progress reports clearly shows their starting points in learning as they enter the Foundation Stage
- improve opportunities for children to learn about calculation through everyday routines.

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