

Orchard Lea Nursery Limited

Inspection report for early years provision

Unique reference number EY375497
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Inspector Yvonne Campbell

Setting address Orchard Lea Day Nursery, 156a Burchells Green Road,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Orchard Lea Day Nursery was established in 1990. The nursery reregistered as a limited company in 2008. It operates from a self contained building in the Kingswood area of Bristol, close to Two Mile Hill School. Children have access to an enclosed outdoor play area. The nursery opens each weekday from 08.00 to 18.00 all year round except for Bank Holidays and the Christmas break.

A maximum of 49 children may attend the nursery at any one time. There are currently 110 children aged from six months to under five years on roll. Children attend for a variety of times and sessions. The nursery provides funded education for three and four year olds and support children with learning difficulties and /or disabilities. They also support children who have English as a second language.

There are currently 21 member of staff who work directly with children, of whom, four hold Level 2 qualifications and 11, including the manager, hold Level 3 qualifications. One member of staff has a degree and another has a degree in education and has also achieved Early Years Professional Status. Childcare staff have support from a cook, a gardener and an administrator. Access to the premises is at ground floor level.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are extremely happy and flourish in the nursery's well organised and rich learning environment where there is an ethos of having fun whilst learning. Children's wellbeing is paramount and promoted through close partnerships with parents and staff's thorough knowledge of the needs of each child. Staff regularly evaluate and review their practice to ensure continuous improvement is maintained and there is a positive attitude to changes which further enhance the high quality of care available for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further improve the risk assessment process by constantly reappraising both the environment and the activities children are involved in and make the necessary adjustments to minimise potential risks.

The leadership and management of the early years provision

Children benefit from the care and education they receive from the well qualified, experienced and stable staff group. The nursery has an established and effective leadership system in all areas and all staff are actively encouraged to undertake training to keep them up to date with local childcare initiatives and national requirement. Staff progress is monitored through an annual appraisal system. The

senior management group have clear objectives for the provision and the self-evaluation process is ongoing. For example, management have assessed that children under two may benefit from having care in a larger unit and plans are in place to create a baby unit in adjoining grounds of the nursery. Also, a safe surface has been fitted in an active play area so children fully enjoy energetic play without the risk of serious injury if they fall. A risk assessment document is available for inspection and staff carry out daily checks to ensure the environment is safe for children to play. However, the risk assessment is not constantly reappraised and many aspects of good practice are not included.

Parents have clear information about the care given to their children and staff are very pro active to ensure they are involved and contribute to the initial and periodic observation and assessment of learning. Learning diaries are moved between home and the setting and parents understand the important role they have in supporting children's developing skills. Parents have access to written policies and procedures and can explore these at their leisure as they are displayed on the well maintained notice board. The nursery manager operates an open door policy and the manager and deputy make themselves available for confidential discussion when necessary.

Children's wellbeing is safeguarded and promoted as staff responsible for implementing the child protection policy attend regular training and ensure the information is filed and passed on to other staff. There is a strong emphasis on meeting children's individual needs. This ensures staff evaluate activities and the environment so all children, including those with additional needs, have full benefit of what is provided. Children's learning patterns are quickly recognised and they are well supported through activities which have levels of differentiation for children with different levels of ability.

The quality and standards of the early years provision

Staff have excellent knowledge of the Early Years Foundation Stage and children engage enthusiastically in high quality play that promotes learning in all areas. Learning programmes are well-thought through to provide adult led focused activities as well as child led learning developed from children's own interests. Staff are very skilfully in observing children interest and working with parents providing additional support to extend learning. Children have exciting learning opportunities from many sources. For example, Stretch and Grow physical activity sessions facilitated by outside childcare workers are highly enjoyable. Supported by nursery staff, children listen and follow instructions as they exercise, become aware of their bodies and work together in a larger group.

Children are relaxed and feel at home in the surroundings. This fosters confidence and they feel secure to express and share their ideas with others when appropriate. For example, during story time, a group of older children are spell bound and concentrated on the story and they anticipate sections where it is relevant for them to make a comment or add an observation. Children can clearly distinguish letter sounds and at the end of story time they stand up when recognise the letter sound their names begin with. An excellent sense of

community is present in the nursery and children are learning the importance of working together with others and they ask for help when necessary. For example when clearing toys away, children have fun as they chant 'team work, team work' as they return play materials to the storage area.

Children know the usefulness of numbers and used mathematical language effortlessly during play. They count number of objects spontaneously and use tape measures during play to show they understand length can be measured in amount using terms such as metres. One child carefully measures a toy animal from head to tail and tell staff what the measurement is.

The outdoor environment is inspiring as the space is organised exceptionally well and children engage in a wide variety of activities in the fresh air. They have space to exercise as well as areas for learning about growth of plants and change in nature and the life-cycle of animals such as birds. The nursery has several pets including rabbits and gerbils. In addition, staff ensure creatures such as birds and badgers that inhabit the surrounding outdoor are cared for, for example, bird boxes and bird food, so children benefit from observing and learning about the creatures habits.

Children's good health is promoted and their dietary needs are met in discussion with parents. Staff are vigilant about food allergies and health care plans are in place to ensure they know how to respond if a child becomes at immediate risk from shock. Children behave well and they are purposefully occupied throughout each session. Staff ensure that they show children examples of good behaviour during interaction. Babies are calm, alert and lovingly engage with the adults who care for them. They explore the inviting toys and surroundings in the baby room using a range of safe natural materials accessible in treasure baskets

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.