

# Orchard Nursery School

Inspection report for early years provision

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**Unique reference number** 258406  
**Inspection date** 13/11/2008  
**Inspector** Georgina Walker

**Setting address** 92 Derby Road, Chellaston, Derby, Derbyshire, DE73 6RF

**Telephone number** 01332 703204

**Email**

**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).

## Description of the setting

Orchard Nursery School is one of three settings operated by Orchard Private Day Nurseries Limited. It opened in 1996. The nursery operates from converted domestic premises, situated in Chellaston, Derby. The nursery serves families in the local area. The office and rooms for younger children are situated on the first floor. There is a secure outdoor play area.

The setting is registered on the Early Years Register to care for 45 children from two to five years and there are currently 61 children from two years eight months to four years five months on roll. This includes children who receive funding for early education. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery opens five days a week all year round, except Bank Holidays and sessions are from 07:30 to 18:00. The setting employs seven full-time staff and two part-time member of staff who work with the children. Most of the staff hold appropriate early years qualifications. Day to day responsibility of the nursery is delegated to the manager and staff. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Staff at Orchard Nursery School provide stimulating experiences for children in the Early Years Foundation Stage( EYFS). An extremely welcoming environment is created to ensure all children enjoy their time in the setting, however there are some minor safety issues. There are positive relationships between staff, parents and carers and the welfare of the children is considerably enhanced. The manager is very proactive in ensuring the staff are consulted and contribute successfully to develop practices within the EYFS. Documentation changes do not clearly reflect the requirement detail and the planning of children's activities is not fully developed.

## What steps need to be taken to improve provision further?

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

- consolidate the development of the observational and assessment records to ensure children are engaged in the full range of activities, which include greater access to information technology
- reflect on meal time practices to ensure children have more choice in the content and size of their meals to encourage them to eat healthily
- review knowledge of the EYFS to ensure all documentation required for the safe and efficient management of the setting meets the requirements fully, and the children and parent's needs.

## **The leadership and management of the early years provision**

The new manager has been instrumental in a dramatic improvement in the setting following the previous inspection. Immediate and ongoing plans to rectify the actions set have been clearly devised to ensure issues have been thoroughly addressed. Her enthusiasm has been infectious and with re-organisation of the staff group and some new staff, has led to the provision of an exciting environment for the children with high quality care, education and support. Children's craft work and photographs make the playrooms more welcoming. Children can freely access resources in low-level storage units which leads to using their own initiative to instigate play. Rigorous on going self-evaluation has identified tasks to meet changes to EYFS and greatly assisted with inspection processes. A range of training has enhanced staff learning which includes an awareness of Local Safeguarding Children Board (LSCB) procedures. Comprehensive and purposeful induction for new staff, including a level six qualified person, ensures children's well-being. Transition sessions ensure each child integrates at their own unique pace and inclusion is successfully promoted, as long as the upper floor can be accessed. Copies of the policies and procedures are available to parents. They do not contain all EYFS detail such as when to inform Ofsted of significant events. Consistent discussions and sharing of written information between staff and parents ensures complaints are limited. However, the record folder containing complaints is not presented confidentially. Parents and carers are encouraged to share what they know about their child and partnerships are effectively promoted. Over a third of parents contributed to the inspection process. The setting is successfully developing liaison with other providers delivering the EYFS and external agencies to ensure children get the support they need.

Risk assessment is generally very thorough. However, there is a potential hazard outdoors regarding the chain barrier. All staff are appropriately qualified to look after children or have unsupervised access to them. Effectively and efficiently deployed staff, with a supernumerary person in charge at all times, ensures ratios are maintained in the playrooms. A key person for each child develops sound knowledge of their care and learning needs and is appreciated by parents. Children's welfare is promoted effectively with regard to the monitoring of accident records. Good hygiene practices are in place at meal times and in relation to the brushing of teeth.

## **The quality and standards of the early years provision**

The adults support learning very well, enhancing children's ability skilfully. The children receive an enjoyable experience across the areas of learning over a period of time. There is currently limited access to information technology. Observation and assessment is used to ensure that children achieve in relation to their capabilities. All planning starts with observing the children but is not always evaluative to assist fully in planning the next steps. The resources presented are extremely rich in variety. Outdoor areas are made accessible to the pre-school children and used in all types of weather which gives the children confidence to

explore and learn in secure and safe, yet challenging spaces through a free-flow system. Younger children play outdoors at least twice a day. The extent to which there is planned, purposeful play and exploration, in and out of doors, with a balance of adult-led and child-led activities is beneficial to the children.

Children develop a positive awareness of self and their needs through the good role models from staff. The children are aware of how to behave and share and are eager to learn in stimulating surroundings. They make friends and respect each other taking into account their diverse needs and backgrounds. They make decisions but do not serve their own food at lunch time. This leads to many children not attempting to eat when food and tastes new to them are introduced. Children are progressing in sound and letter recognition. Staff ensure children make progress confidently in communicating in English when English is a second language. Staff ask open-ended questions and children learn to communicate effectively, are confident and eager to share their knowledge or ask questions. They use animal sounds within their play and sing happily. They enjoy mark-making and have access to a wide variety of books, in and outdoors in the role-play house. Children are supported to develop problem solving and other mathematical skills and use words spontaneously. Children use tools with skill and are aware of hazards as they mix soil and sand to make 'mud pies'. They develop a sense of caring for others and creatures from the natural world. Finding a worm leads to the 'mud pie' activity. Children recall about life outside the setting including that 'pigs live in mud as well as worms'. They are curious to know how things work and eager to try the exciting range of craft activities. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and parents join in, bringing traditional dress and food to share. Children are encouraged to be active and healthy, joining in exercises outdoors. Adults teach children to behave in ways that are safe for themselves and others, for example, when on outings to the swimming pool or activity centre on Fridays.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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](http://www.ofsted.gov.uk)

## **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 the last inspection. 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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