

Orchard Day Nursery and Nursery School

Inspection report for early years provision

Unique reference number	258405
Inspection date	20/07/2009
Inspector	Rachel Wyatt
Setting address	129 Derby Road, Chellaston, DERBY, DE73 5SB
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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 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 Day Nursery and Nursery School is privately owned. It opened in 1998 and is situated at Chellaston on the outskirts of Derby. The nursery is open each weekday from 07:20 to 18:00 all year round, except for bank holidays. All children share access to secure enclosed outdoor play areas. Three and four year olds are regularly taken swimming and attend a soft play centre

The nursery is registered on the Early Years Register. A maximum of 70 children under the age of eight may attend the nursery at any one time. There are currently 121 children aged from birth to five years on roll. The nursery currently supports a number of children with learning difficulties and/or disabilities. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 25 members of staff who work directly with the children. Of these, 13 hold appropriate early years qualifications to at least level 3, one member of staff has a level 2 qualification, and nine members of staff are currently working towards a level 3 qualification. The nursery also employs a cook, a relief cook, cleaner and a maintenance technician. The nursery provides funded early education for three and four-year-olds and has the support of the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Babies and children are well looked after and enjoy worthwhile activities. Improvements in gathering information about children's backgrounds and in staff tracking their progress, means that each child's needs are recognised and reflected in the planning and organisation of routines, activities and resources. The nursery successfully promotes inclusive practise, taking account of children's interests, choices and needs, and actively engages with parents about their child's welfare, learning and development. Since the last inspection, the nursery has demonstrated a clear commitment to enhance the outcomes for children and the service it provides for families by effectively addressing all areas for improvement, and by identifying other aspects of the provision to develop such as the outdoor area.

What steps need to be taken to improve provision further?

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

- improve systems and staff's knowledge and expertise in order to better promote children's home languages and differing learning styles during their play and learning
- create further opportunities for children to use information and communication technology and programmable toys to support their learning
- improve procedures for evaluating the effectiveness of the nursery and for identifying areas for improvement.

The leadership and management of the early years provision

Managers and staff have worked hard to address all areas for improvement identified at the last inspection. They have devised and followed through a clear action plan and responded positively to the support and feedback of other organisations working with them. As a result, children are well looked after and make good progress in all aspects of their learning and development. Adults are kind, caring and increasingly confident about their roles. They work well together to ensure sessions are enjoyable, resources are accessible, and that babies' and children's comfort is assured during well managed routines and meal times. Children's individual circumstances, including their cultural and linguistic backgrounds, are better understood and met as a result of improved assessment and planning, closer partnership working with parents and carers, and because the nursery obtains more information about each child and their family. However, children's differing learning styles and those who speak English as an additional language are not yet fully supported. The nursery recognises the need to develop clearer strategies for promoting children's home languages and use of English within the setting, and to plan more directly to accommodate boys' interests and learning styles.

Children are safeguarded. The nursery has effective safeguarding procedures which managers and staff understand, and which parents are encouraged to read. Adults understand they must take prompt appropriate action if they have any concerns about a child. Children's welfare is also protected because the nursery ensures adults working with them are suitable to do so and have relevant qualifications and experience. Effective induction programmes ensure staff and students understand nursery procedures and staff are encouraged to improve their qualifications. All required information is obtained about children prior to them starting, and their individual care and learning plans are regularly updated in consultation with parents. Children's health and safety is supported because they have prompt appropriate treatment if they are ill, have an accident or need medication, and effective risk assessments and safety checks ensure all areas are secure and free from hazards.

Partnership with parents and others are successful and valued. Parents are well informed about how the nursery operates and are encouraged to actively work with staff in promoting their child's care and learning. Discussions with parents help staff to settle babies and children when they start at nursery or move to another room. Parents' feedback about their child's experiences and achievements at home, and their contributions to reviews of their child's progress help staff to plan more accurately for each child. The nursery has good links with other providers and agencies working with children which ensure consistency and appropriate levels of support for children and aid their smooth transitions, for example, into school.

Children and parents benefit from the setting's improved monitoring procedures. In particular, staff now confidently track children's progress and plan according to

their needs. Parents' views are encouraged and acted upon, and the nursery is extending the ways it consults with children. The provider, manager and staff use self-evaluation to identify strengths and areas for further development within the nursery, but some judgements are tentative and potentially inhibit their realistic assessment of how effective the nursery is in meeting the Early Years Foundation Stage requirements.

The quality and standards of the early years provision

Babies and children enjoy learning. They are purposeful and busy and make good progress. Improvements in assessment and planning and in seeking parents' views ensure babies' and children's starting points are clearly identified when they first start and as they move to different rooms within the nursery. Clear links between assessment and planning mean that activities reflect children's interests; build on what they can do, and help them to move onto the next stage in their learning. Children experience a good balance of well thought-out and implemented adult-led activities and rewarding free play. Staff effectively plan adult-led, focus activities which incorporate the outcomes of observations and promote children's learning priorities. They make sure that child-initiated experiences reflect children's choices and interests, whilst also taking account of their learning and development needs. Children develop at their pace in all areas of learning and have suitable challenges because plans, activities and resources are adjusted to take account of their individual abilities.

As a result of improvements to the layout and organisation of rooms and resources, babies and children are cared for and learn in inviting rooms. Interesting designated play areas enable children to be imaginative, look at books, play freely or focus on specific aspects such as numbers, mark making, exploring and investigating. Staff are attentive, caring and supportive so children feel valued, are eager to take part and understand what is expected of them. Sound assessment and planning ensures children with learning difficulties and/or disabilities have their additional needs identified promptly and that they receive good support. For example, the manager and staff work well with other agencies involved with individual children, and all children's communication is enhanced by the effective use of signing throughout the nursery.

Babies and children are well prepared for the next stage in their lives. Priority is given to ensuring children settle quickly and become confident wherever they are located in the nursery. Staff sensitively manage routines and meal times so that from an early age children become increasingly independent in seeing to their personal care and in eating and drinking. Babies and children are sociable, interacting and communicating well together. They become confident communicators, joining in discussions, expressing ideas and asking and answering questions. They recognise letters and sounds and have worthwhile opportunities to practise mark making in meaningful situations such as labelling their work or writing menus in the role play area. Children's awareness of shape, colour, shape and size is fostered in practical ways. They use numbers for counting, during play or, for instance, to illustrate their favourite fruits in graph form. Babies and children love exploring a wide range of materials and happily experiment with how

different things work, fit together and change. During play, they enjoy using toys and equipment that represent information and communication technology such as pretend phones and a till. Children currently have limited opportunities to use computers and programmable toys to support their learning, but the nursery is in the process of purchasing these.

Children behave well. They are encouraged to share, take turns, be kind, polite and helpful. They have positive relationships, make friends and play co-operatively. Discussions and activities such as role play and celebrating aspects of different festivals, promote children's respect for the wider community. They also behave in ways that are safe for themselves and others, for example, talking about how to use tools and apparatus correctly, and learning about road safety as part of a topic. Babies and children learn about aspects of a healthy lifestyle from an early age. They enjoy nutritious snacks and meals, know why it is important to wash their hands properly and relish being outside. They are physically confident and competent, using varied wheeled toys, enjoying ball games and climbing and balancing well. Older children appreciate the physical challenges provided by regular swimming lessons and visits to a soft play centre.

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?	2
How well does the provision promote inclusive practice?	2
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?	3
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?	2
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?	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

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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