

Orchard PDN

Inspection report for early years provision

Unique reference number	258408
Inspection date	21/07/2009
Inspector	Lynn Dent
Setting address	104 Derby Road, Chellaston, Derby, Derbyshire, DE73 1RF
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Orchard Private Day Nursery is one of three settings owned by Orchard Private Day Nurseries Limited. It opened in 1993 and operates from three rooms in a converted house. Access is suitable for wheelchair users because doors have been adapted for this purpose.

The nursery is situated on the outskirts of Derby and a maximum of 55 children may attend at any one time. The nursery is currently caring for 79 children in the Early Years Foundation Stage. The nursery is open each weekday from 07:20 to 18:00 all year except for bank holidays. All children share access to secure outdoor play areas. Children come from a wide catchment area, as most of their parents travel to work in and around Derby.

The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 19 staff, all of whom hold appropriate early years qualifications. There are eight staff working towards a higher level qualification and one member of staff is working towards Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff understand that each child is unique and ensure that their individual needs are effectively met by working closely with parents. The nursery has started to work with other childcare provision for the benefit of the children. The setting is very aware of the need to constantly self-evaluate the care and learning provided for the children. Most staff are confident to implement the Local Safeguarding Children Board procedures to protect children's welfare. Equality and positive images are not yet fully promoted. The setting ensures that staff continue to be suitable to work with children and are starting to implement formal appraisal systems.

What steps need to be taken to improve provision further?

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

- improve the systems already in place to ensure continuity and coherence by sharing relevant information with other settings that children attend
- promote equality of opportunity by providing further positive images and activities to challenge children's thinking and help them develop respect for differences in culture, disability and religion
- ensure that all staff are confident to put into practice the Local Safeguarding Children Board procedures
- improve the appraisal systems already in place to ensure that all staff are fully aware of their role within the setting.

The leadership and management of the early years provision

The staff and the children in their care benefit from strong leadership. The management are passionate about improving the outcomes for children and have developed comprehensive systems to enable them to self-evaluate the provision. Consequently, they have a realistic picture of the setting and have set clear action plans which are used as building blocks to further improve practice. The recommendations made at the last inspection have been fully implemented and demonstrate a further commitment to improving the service provided. New staff undergo checks to ensure they are suitable to work with children; these are updated frequently. Staff receive a good induction which arms them with the skills and knowledge to successfully implement the policies and procedures. However, ongoing appraisal systems are not yet fully implemented. Children are cared for by qualified and skilled staff because the management places an emphasis on, and supports their professional development.

Children's welfare is effectively protected because the setting has implemented very strict policies and procedures regarding social networking and do not allow mobile telephones to be used by staff. All staff are confident to implement the internal procedures for reporting concerns about children's welfare and most staff are confident to report their concerns in accordance with the local safeguarding procedures. Staff clearly understand how to implement the Early Years Foundation Stage to promote children's learning. Consequently, children receive a broad and balanced curriculum which is regularly evaluated to ensure that the learning aims are met. Ongoing observations of children are used effectively to identify their achievements and to plan for the next steps in their learning and development. Consequently, all children are making good progress.

Good transition arrangements ensure that as children move rooms within the nursery or to the sister nurseries their welfare, learning and development continue to be promoted. The setting has set up systems and started to take steps to liaise with other childcare provisions that children attend. Further implementation of these systems will ensure consistency is fully promoted. Parents receive a range of information about the settings at induction and staff collect information about the children, enabling them to identify their current stage of learning and development. Ongoing regular discussions, sharing of records and appointments with parents ensure they are kept fully informed and involved in their child's development and learning. Staff also supply resources and ideas to enable parents to further extend their children's learning at home.

The quality and standards of the early years provision

Children's learning and development are effectively promoted. Staff provide interesting and challenging activities and good interaction which enables children to persist with the activities provided. Children are encouraged to initiate and extend their own learning and staff support this well. For example, children are digging in the garden, staff notice this and ask them what they are looking for and provide additional resources. The discussion with the children shows that they are

looking for worms and other insects and that they understand that flowers need to be planted in soil and watered to make them grow. Staff working with babies provide a range of everyday materials for them to explore. As a result, children cover their faces with a builder's type hat and staff use this to engage them in a game of peek-a-boo. All children enjoy exploring a range of materials and substances, such as soil, sand, paint and peas that provide sensory experiences. Children's personal, social and emotional development is given high priority in the nursery. Consequently, they are very settled and have good self-esteem. Staff engage children in conversations which promotes their language development. Older children show a good understanding of mathematical concepts as they identify colours and count the numbers of bricks they are using. Children enjoy learning about technology and each room has a board with various switches, bells, lights and locks for children to explore.

Children learn from an early age about the importance of good hygiene. Snack times are used well to promote their understanding of a healthy diet and lifestyle. Children's welfare is protected because staff implement sound procedures to prevent the cross-contamination of germs and routine cleaning procedures ensure that toys and resources are regularly cleaned. Both the indoor and outdoor environment stimulates and supports children's learning in a range of ways. For example, words are displayed in both environments and children can explain what their displays are about because these are meaningful to them. Toys and activities are attractively set out both indoors and outdoors and enable children to make choices as they free-flow between the two environments. There is some evidence that the setting promotes different languages and children celebrate festivals throughout the year. However, their understanding and respect for diversity is not fully promoted. Children's safety is effectively maintained due to the daily checks made of the premises, and risk assessments are carried out regularly to identify and remove hazards. Children develop skills, such as using cutlery and good manners that will help them in later life. They show good behaviour and play harmoniously with their friends because staff are positive role models and manage behaviour well.

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?	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?	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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