

# The Orchard Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	305382
<b>Inspection date</b>	26/10/2009
<b>Inspector</b>	Debra Elizabeth Jean Dahlstrom
<b>Setting address</b>	193 Wilmslow Road, Handforth, Wilmslow, Cheshire, SK9 3JX
<b>Telephone number</b>	01625 549468
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Orchard Day Nursery is privately owned and was registered in 1995. The setting operates from two buildings within the same grounds. Orchard 1 provides care for children from birth to approximately two and a half. Orchard 2, known as the Tree House provides for the older pre-school children. The setting is located in the village of Handforth in the district of Cheshire. It is registered to care for a maximum of 52 children at any one time in the Early Years Foundation Stage (EYFS). The setting is also registered on the compulsory and voluntary Childcare Register. Children share access to secure enclosed outdoor play areas.

The nursery is open each weekday from 7.30am to 6pm throughout the year, closing for public holidays and one training day each year.

There are currently 37 children aged from birth to four years on roll. Children come from a wide area, as most of their parents work. The nursery supports children with learning difficulties and who speak English as an additional language.

The nursery has a total of 14 childcare staff. The senior management team are supernumerary including the owner who holds an Early Years degree. The remaining 11 staff who work directly with the children, seven hold level 3 early years qualifications. Three staff hold level 2 and are working towards level 3. The nursery holds a High Scope accreditation.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Management are committed towards continuous improvement and providing a safe and inclusive, enabling setting for children. Children make good progress towards the early learning goals as staff continue to develop their knowledge and practice. Strong and effective partnerships are maintained with parents and other providers within EYFS and when applicable other support agencies to promote continuity.

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

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

- continue to develop staff's knowledge and skills in recording meaningful observations and identifying achievable goals for individual children's next steps in learning, to use this information to inform future planning and to record children's progress
- review systems for reviewing documentation, such as policies and procedures to ensure they remain up to date with current practice, in particular the records made for risk assessments for each outing.

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

Children are generally well safeguarded through periodically updated policies and procedures, and robust recruitment and employment procedures. Ongoing appraisal systems and key staff attend safeguarding training on a regular basis ensure all staff remain well informed. Security is given high priority throughout the setting. Risk assessments are completed on all areas although outings do not contain sufficient detail to identify potential hazards.

The management team work well together and complement each others skills and knowledge. The provider plays an active role within the setting using their training and experience to continually support staff. Twice yearly appraisals and weekly preparation times allow staff time to reflect upon their professional practice and to plan effectively in order to meet individual needs of children. Staff are all well motivated and supported by management to further raise their skills and qualifications through ongoing in house or external training programmes. Staff have clear roles and responsibilities and work well together within the team. Most staff have worked in the setting for many years which provides consistency and continuity for families. High staff ratios are consistently maintained with an effective key worker system in place to strengthen links with families and support for children's well-being.

Effective partnerships are maintained with parents, as they are very happy with level of communication shared to ensure understanding of children's individual needs. Parents regularly contribute to the children's profiles taking them home and including photos of activities or milestones in their learning. Information is shared in regular newsletters, notices, during informal discussion or in the younger children's daily home sheets. This promotes consistency and continuity for children. Parents comment that they are very happy with the overall quality of the provision. Those who have used the setting for a number of years congratulate the provider for introducing many improvements including more information about their children's learning and development. Links continue to develop to share information and create a smooth transition for children to their different primary schools. Letters are sent to parents to establish if there are other providers within EYFS. Therefore partnership links are evolving to promote the integration of care and education for children and families.

Staff support children's early speech and language skills with baby sign language or picture cards. Positive attitudes towards diversity and difference within all children are strongly promoted to help children to learn to value different aspects of their own and other people's lives. Parents are invited to share cultural differences with children during Diwali celebrations and other festivals are introduced during topics and themes. Linguistic diversity is valued and supported by staff with lots of positive messages demonstrated throughout the nursery.

Significant improvements have been made since the last inspection improve outcomes for children and their families. For example, the development of both the outdoor and indoor play areas create a safe, enabling environment which increases

opportunities for children across the age ranges. Reflective practice and ongoing self-evaluation processes are employed to identify key areas for improvement. Parents, staff and children are regularly consulted their opinions are valued and highlight further issues. Action plans are regularly reviewed, updated and outcomes shared with everyone involved.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time in the setting as they confidently choose their own activities and learn to make their own decisions. They learn from an early age to share and take turns. Significant improvements have been made to the environment so it is organised well to promote children's active, independent learning. Staff have worked hard to create small spaces, such as dens or cosy, quiet areas. Lots of children's work is displayed and number lines and print are prominently displayed. Resources include a varied selection of natural materials and everyday objects to enhance play opportunities. Babies and toddlers eagerly investigate baskets full of different materials, such as apples, carrots or potatoes and squeal with excitement as they roll them on the floor staff discreetly support them as they sit and work with the children at their level. Computers and technological resources are available for children to develop skills for the future as many older ones are extremely competent in the use of the mouse and readily tell the inspector how to switch off her own computer. Children are offered appropriate challenges to extend their experiences with time to explore, practise and apply their learning. Staff generally know when to stand back and allow children to initiate their own creative and imaginative play. They intervene sensitively and provide explanations to make children think, as they work alongside them and extend learning. For example, children know their steam engine needs to stop at the station to get more coal to make the steam for the train 'to go faster'. Language and communication skills are developed as children 'recall' their mornings activities or share stories. Mathematical concepts are regularly reinforced in daily activities. Children know for example as they tell their friends that 'lots and lots and lots and lots' of leaves have fallen off the trees in the garden. That they brush up and collect 'more and more' 'everyday' at nursery.

Staff regularly observe children as they play and identify next steps in learning for each child. However, some staff are more confident than others as the quality of recorded information varies across the nursery and does not always provide specific targets to successfully support children. Staff place great emphasis upon using children's preferences and interests to inform future planning and use information from observations to plan daily activities. Planning also includes themes and festivals to extend children's experiences. Staff often skilfully link children's learning, for example, safety messages are carefully woven through the construction of the 'diwali lights'. Children know they must not handle them when lit as it would burn them. Children's progress is reviewed regularly through assessment reports that are shared with parents.

A healthy lifestyle is promoted throughout the setting. Well organised outdoor areas and the flow of activities between the indoor and outdoor environments

ensure that children benefit from regular exercise and fresh air throughout the year. Good hygiene practices are incorporated into the daily routines to encourage children to care for themselves. Meals and snacks are well balanced and nutritious cooked from fresh ingredients on the premises with hot and cold options recently introduced allowing children to 'mix and match'. Thus broadening children's healthy choices as well as individual dietary needs acknowledged and met. Children are confident, independence skills are actively promoted as children help serve themselves to pour a drink of water, brush the floor, set the table or know where to find a tissue to blow their nose.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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