

Orchard House Nursery School

Inspection report for early years provision

Unique reference number EY396916
Inspection date 31/03/2010
Inspector Denise Sixsmith

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Orchard House Nursery School has been operating since 1996, and came under new ownership from October 2009. It operates from four rooms in a two-storey building in the centre of Leyland and serves the local area. There is an enclosed outdoor area for play for all the children.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 38 children may attend the nursery at any one time. There are currently 71 children on roll in the early years age group. The nursery provides funded early education for three and four-year-olds and supports children with special educational needs and/or disabilities. Children attend for a variety of sessions. The nursery is open from 7.30am to 6pm for 51 weeks of the year.

There are 12 members of staff, all of whom hold early years qualifications to at least level 2. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel very secure and settled at the nursery because staff know them well and recognise and value every child's individuality. Staff ensure that the environment is extremely inviting and provides outstanding challenges for children to learn and develop through play in line with the Early Years Foundation Stage framework. Partnerships with others and parents are a strength of the setting and are significant in making sure that the needs of all children are met, ensuring inclusion. All adults within the setting share a clear vision for the setting's continuous improvement, demonstrating plans for the future in order to continue to improve outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a record of the risk assessment for the indoors and outside areas of the premises is in place which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) (also applies to the compulsory part of the Childcare Register)

28/04/2010

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

- update the record of risk assessment to include any assessment of risks for outings.

The effectiveness of leadership and management of the early years provision

Safeguarding and child-protection systems are robust and known by staff to ensure that children are effectively protected. The nursery has a committed and supportive management team who ensure staff recruitment and retention systems are secure to safeguard children at all times. Staff work well as a team and are committed to undertaking ongoing training to ensure that they keep up-to-date with new developments and ideas to ensure a good quality service is provided. Effective staff deployment ensures children receive consistently high standards of care and attention. A full risk assessment record for the indoors and outdoors is not in place which is a breach of requirements. However, children are closely supervised at all times to promote their safety.

Self-evaluation is ongoing and a number of initiatives have been introduced since registration to improve outcomes for children. Plans are in place to continue to review the documentation and develop further the self-assessment system. The nursery works very closely with other agencies, such as schools and health and education support services to ensure children and their families are appropriately supported. Consequently, children's individual needs are met very well.

Partnership with parents is good. Parents receive clear useful information about their children's care and learning. There is good information provided about the provision, for example, the information pack, newsletters, detailed registration forms and good settling-in arrangements. This means that staff can meet children's individual needs and actively promote equality of opportunity. Parents spoken to are all very supportive of the nursery and the staff. They are actively encouraged to share what they know about their child, for example, by adding to planning and observation sheets, bringing items in from home to contribute to topics and providing recipes for the nursery menu. Staff's partnerships with parents ensure that children are helped to settle quickly and develop trusting relationships in the nursery.

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

The quality of teaching is outstanding and the learning environment both in and out of doors is highly attractive and stimulating for all ages. Staff know the children extremely well, which enables them to make very good progress in their all-round development. Children thoroughly enjoy coming to the nursery and they take part in all the activities with enthusiasm, ensuring a good start to the development of their skills for the future. Staff observe children's progress and the development of their interests carefully, which helps them to plan activities which the children enjoy and can relate to. Every inch of space has been turned to advantage to provide a stimulating environment for all ages, which ensures

learning is supported extremely well.

Children receive a good balance of adult-led and child-initiated activities and are able to confidently make independent choices of what and where they wish to play. For example, children readily help themselves to sit-and-ride equipment in the outside area, balance along the plank they have built on the top of the tyres and manoeuvre around obstacles. They then move indoors to explore a wide range of materials, including, shells, gloop, thick purple paint and spaghetti to continue the stimulation and development of their senses and skills. Very young children's developing confidence is observed as they explore their environment, for example, viewing themselves in the mirror looking at family photos, hiding in the den or crawling around in the winter wonderland sensory area complete with a variety of soft-toy polar bears. Older children confidently show adults the Easter cards they have created and their flower paintings in their learning journal. Staff support children in their choices and engage themselves in the children's play enthusiastically.

Children learn about good hygiene and health because they follow appropriate routines. They develop self-help skills very well, for example, knowing they must wash their hands before eating and that they need to wrap up warmly to play outdoors. Individual bedding is available for babies to ensure good hygiene is maintained. Children are encouraged to learn about healthy eating and enjoy a balance of freshly prepared meals and snacks. Pre-school children enjoy the rolling breakfast and snack time each morning when they can choose when to eat the wholesome food including a variety of fresh and dried fruit. Access to water is readily available from dispensers throughout the day. Children learn to stay safe and to keep others safe through their play, with gentle reminders from staff when necessary. They learn what to do in the event of a fire through regular emergency evacuation practices.

Staff have loving and caring relationships with children. All staff within the nursery are aware of every child's health and dietary needs, which ensures that each child's needs are met and their health and well-being is maintained. Staff are consistently sensitive to children's care needs, for example, when settling babies to sleep in a cot or snuggle bed and reassuring a young child when someone new is in their room. Children's behaviour is good and the children are very caring and helpful towards each other, supported by staff through praise and positive intervention. Sensitive use of activities and positive images encourage children to learn and value aspects of the diverse society in which they live.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) 28/04/2010