

# Orchard Vale Nursery School

Inspection report for early years provision

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**Unique reference number**

EY399043

**Inspection date**

06/05/2010

**Inspector**

Judith Harris

**Setting address**

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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).

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.

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## **Description of the setting**

Orchard Vale Nursery School was registered in 2009. The children have use of the nursery rooms with a room for their sole use and a sleep area. There is a secure and enclosed outdoor play area. A maximum of seven children aged from birth to three years may attend and there are currently 15 children attending who are within the early years age range. The provision is registered by Ofsted on the Early Years Register. The nursery is open every weekday from 8:30am to 3:30pm during school term time. There are currently six members of staff who hold appropriate early years qualifications; two work directly with the under three year olds.

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

Overall the quality of the provision is good.

Staff demonstrate an extensive, secure and in-depth knowledge of children's individual needs and interests. Safety and security are exceptionally well maintained for children in all areas. Effective systems are in place to support staff in building good partnerships with parents and with other providers in the local community. The Early Years Foundation Stage staff team works closely with the Foundation Stage co-ordinator to develop a clear vision for the continuous improvement and development of the provision.

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

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

- further develop the use of information gathered about children's learning to plan relevant and motivating experiences for each child's next steps.

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

The provision has very good systems for effectively supporting and maintaining children's safety and security. All staff have suitable checks and Orchard Vale school has appropriate systems in place for suitably vetting all staff that are employed. The system also ensures the ongoing suitability of all staff. The provision has clear safeguarding children procedures that are in line with Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments for all areas including the outdoor area are carried out and effectively support children's safety. The emergency evacuation plans are in place and regularly practised with the children, and the staff have good systems to ensure that arrival and collection of all children is closely monitored and recorded.

The provision's well organised systems ensure that all required records and documentation are available and provide all necessary information for the ongoing support of each individual child. The staff team are successfully engaging with

parents, and sharing accident and medication records and daily information about children's experiences. To continue building good partnerships with parents a good range of information is provided about children's ongoing learning and achievements. Parents make positive comments that show how they value the provision. The staff team are enthusiastic about the inclusion of all children and they work to ensure that children are provided with appropriate activities and experiences. Very good systems are in place to effectively identify and support all children's special and diverse needs. Good use is made of all resources available, including good staff deployment, the resources provided by the school and the facilities in the local community.

The staff team are exceptionally well supported by the Foundation Stage co-ordinator and the school's Head Teacher. Self-evaluation is carried out for the whole of the Foundation Stage and the staff use effective evaluations for specific activities and experiences. The positive use of reflective practice in daily work effectively supports the staff to accurately identify their strengths and weaknesses and to develop action plans for continuous improvement. The staff's professional development is successfully supported by regular qualification checks and training opportunities.

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

Children are exceptionally confident, happy and well settled in this comfortable and stimulating environment. The flexible daily routines provide children with an abundance of free play time which allows them time and space to explore, experiment and develop their play. The children have sole use of a self-contained room, where they have access to a very good range of toys, equipment and resources. Children play with jumping frogs; they know how to make the frogs jump and they are sensitively supported by a member of staff to successfully play the game. Children's achievements are enthusiastically praised by the staff. At a matching game with coloured shapes children accurately identify the shapes and colours and are clearly delighted when they are praised. In the garden children play with a wide variety of equipment and resources that they can help themselves to. Children are collecting from the water play in buckets, they have paint brushes to paint with and sweep up the puddles. Children build a tower with a member of staff who uses her interaction to extend the children's learning. She talks with the children about the tower being shorter and taller, with more or fewer bricks. They count together and talk about colours. Children play hop-scotch; they throw the makers and jump on the numbers to great praise from a member of staff. After the garden time the children come in for a snack. They sit in a very relaxed way eating, drinking and chatting together. Some children sit to listen to a story and others go to another table to take part in a creative activity. The activities are well planned to lead on from children's interests whilst ensuring that children are challenged and extended in all areas of learning. Adult interaction with children is positive and enthusiastic encouraging children's language development and challenging them with a good range of open questions. The adults make very good use of all planned and naturally occurring situations to extend children's learning and encourage them to become confident learners. The warm relationships

children have with staff ensure their learning and development is nurtured and supported.

A good variety of observations and assessments are carried out to support the staff to begin to build a clear and holistic picture of each individual child. The provision continues to develop children's records to provide a comprehensive learning journey for each child. The Early Years Foundation Stage sections for the appropriate age ranges are used as a guide. These are supported by a range of planned observations of specific activities and spontaneous observations of children's play. These effectively provide the key-workers with a wide range of information to effectively identify children's interests and learning needs and plan for individual next steps. The versatile range of information gathered successfully supports the staff team to ensure that all diverse needs are being met.

Children are developing good personal skills and the adults support children to develop confidence and self-esteem through good levels of independence, and praise children's achievements. Staff are supporting children's positive behaviour by encouraging children to share and take turns, to respect one another and the staff. Children are well behaved, positively supported and have long periods of free play time and good levels of independence. Children are provided with healthy and well balanced snacks and drinks; children staying all day have packed lunch and through good partnerships with the parents the provision ensures that children have healthy balanced meals. Children are learning good hygiene skills through the daily routine used.

## 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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