

# The Orchard

Inspection report for early years provision

---

<b>Unique reference number</b>	134995
<b>Inspection date</b>	21/06/2010
<b>Inspector</b>	Gillian Little
<b>Setting address</b>	Thame Road, Little Milton, Oxford, Oxfordshire, OX44 7PZ
<b>Telephone number</b>	01844 279989
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 is a registered charity originally formed as a play-school in 1987. It operates from a purpose built log cabin with a safe enclosed garden. Children also have supervised access to the adjoining playing fields and park. The preschool serves the village of Little Milton and the surrounding area.

The preschool is open five days per week during term times. Sessions are from 9am until 2.45pm on Mondays, Tuesdays, Wednesdays and Fridays, and from 9am until 12 noon on Thursdays. It is registered to care for a maximum of 24 children from two years to under eight years, all of whom may be in the early years age range. It currently has 39 children on roll on the Early Years Register. It is registered on the compulsory part of the Childcare Register to care for children from five years to eight years although currently has no children on roll in this age group. The preschool supports children with special educational needs and/or disabilities. It is in receipt of funding for the provision of free early education for children aged two, three and four. Partnership arrangements are in place with other early years settings, such as local schools, nurseries and childminders.

The preschool employs five staff of whom four hold relevant qualifications at level 3, and one holds a qualification at level 2, working towards level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals and have excellent opportunities to learn about healthy lifestyles in this welcoming and safe environment. Staff are familiar with children's individual needs and meet these effectively in practice, although there are some weaknesses in procedures for monitoring individual progress. Staff work well in partnership with parents, other settings which children attend and outside agencies to effectively support children's welfare and learning. Self-evaluation processes ensure that staff maintain practice to a good standard and continuously strive to make further improvements.

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

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

- improve the monitoring of individual children's progress by maintaining sufficient observational evidence to support assessments, and clear records of children's next steps in learning.

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

Robust procedures are in place to keep children safe. Staff are familiar with safeguarding children procedures, such as possible symptoms of abuse and how to report concerns. Effective recruitment and induction procedures are in place and all staff hold appropriate background checks and relevant qualifications. Daily risk assessments ensure that the premises are safe and clean. Staff supervise children closely and have effective procedures in place when visiting the local playground. A wide range of records, policies and procedures ensure the safe and efficient management of the setting.

The preschool's attractive environment provides a welcoming space for children to play and learn, both indoors and outdoors. A wide range of good quality and easily accessible resources covering all areas of learning encourages children to explore and make their own choices. Children learn to look after their environment by helping to tidy up and learning how to recycle materials. Staff ratios are good and they work well together as a team to ensure that sessions run smoothly.

Staff show a strong commitment to equality and diversity. Good support is in place for children with special educational needs and/or disabilities. Staff work closely with outside agencies in order to meet individual needs effectively. For example, they ensure that individual education plans are in place and routinely reviewed. Staff help children to learn about people who are different from themselves through the provision of good quality resources and activities reflecting diversity in society. Staff recognise all children's individual needs and capabilities, and reflect this in their planning, although individual records of progress are inconsistent. Effective partnerships are in place with parents who state that they are very happy with the setting. They comment that key persons know their children well and that they have regular feedback about their children's progress, although not all parents have seen their children's development records. Staff are proactive in establishing partnerships with other settings which children attend, for example, by inviting reception teachers into the setting to meet children or by providing written information about children's achievements.

Staff morale is good and they create a positive environment at all times. They continuously seek to improve their practice, such as developing the outdoor play area to further improve learning opportunities and by reorganising indoor resources to ensure they are more easily accessible. They are currently developing their self-evaluation procedures as a team in order to maintain an ongoing record of practice and improvements.

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

Children enjoy a wide range of interesting and stimulating activities covering all areas of learning. They have good opportunities to follow their own interests by choosing from the wide range of resources on offer. For example, they experiment

with setting ramps at different heights until cars run smoothly, they play imaginatively with their friends in the home corner or garden den, or they choose from a range of compact discs and dance to music. During such activities staff are close at hand to extend children's play, ask and answer questions, and encourage children to share their thoughts. More focused activities encourage children to develop a wide range of skills. For example, they learn about cooking ingredients and measuring when making chocolate play dough; they develop creative skills when exploring musical instruments during a singing session under the shade of a tree in the garden; and they learn about lifecycles within nature during a whole group discussion about a caterpillar in a jar.

Children have excellent opportunities to develop positive attitudes towards healthy lifestyles. They become very aware of the importance of sun safety as staff are highly vigilant in ensuring children have sun cream and hats on a hot day, and effectively explain the need for these. Children become very involved in food preparation by making their own sandwiches and growing their own vegetables, which helps them to develop an excellent understanding of healthy food and where it comes from. They have very good opportunities for exercise and fresh air as they are able to freely choose to play outdoors for most of the session, where they enjoy playing a chasing game or climbing on to a large tyre to swing from the branches of a tree. They routinely visit the local park which has a good range of large scale equipment offering challenge for older and more able children.

Children have good opportunities to learn how to keep themselves safe, such as holding hands when walking to the local park and being careful when using a bowl of hot water during a cooking activity. They show that they feel safe in the setting as they develop good relationships with staff and with each other. When they show signs of distress staff are quick to comfort and reassure them and this approach works effectively. Children demonstrate good levels of behaviour as staff act as positive role models and are effective in explaining and negotiating when disputes arise. Children have good opportunities to develop independence skills, such as cutting up fruit for snack time using safety knives, pouring their own drinks and helping with washing-up.

Staff continuously observe children's progress and use this information to plan appropriate activities to extend their learning at different levels to suit different ages and abilities. Each child has a development profile which records observations and progress through the Early Years Foundation Stage. However, these are inconsistent with some profiles showing little observational evidence or records of next steps, although in practice key persons are familiar with children's individual needs.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

Met