



Orchards Day Nursery

Inspection report for early years provision

Unique Reference Number	EY217002
Inspection date	21 February 2006
Inspector	Zoe Smith
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Registered person	Orchards Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Orchards Day Nursery has been established and registered since 1991 and the current owner was registered in 2002. It is based in a detached house in the Heaton Moor area of Stockport. All rooms on the ground floor are used, which provide separate facilities for babies, toddlers and pre-school children. Outdoor play is provided in the large garden, which includes grassed and impact absorbing play areas. The nursery is open Monday to Friday from 08.00 to 18.00 for 51 weeks of the

year.

The nursery provides full day care for up to 59 children aged from birth to 5 years, there are currently 72 children on roll, of whom 23 are funded 3 and 4 year olds. The setting currently supports children with special educational needs and who speak English as an additional language.

The registered person has appointed a manager who is responsible for the day to day management of the nursery. The manager has a recognised childcare qualification and is assisted by a team of staff of whom most are qualified. The setting receives support from the Early Years Team in Stockport.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy participating in an excellent range of physical play activities such as climbing, balancing, playing on wheeled toys and music and movement. They are developing good control and coordination over their bodies. Children exert lots of energy as they enthusiastically ride bicycles, balance on beams, play with hoops and run round the playground. This provides them with plenty of fresh air and exercise and helps them understand the value of adopting a healthy lifestyle.

The premises are warm and clean. Effective hygiene practices and routines are implemented by staff. Children are starting to learn about the importance of good hygiene and cleanliness. They know to wash their hands after using the toilet and before eating and to clean their teeth after afternoon snack. Discussions, activities and stories are used to help children learn about the importance of looking after their bodies.

All food is freshly prepared on the premises. Children enjoy a varied and nutritious diet that includes fresh fruit and vegetables. This encourages them to choose healthy options. Dietary requirements are discussed and agreed with parents. Children's preferences are appropriately catered for and they receive drinks and food in sufficient quantities to meet their needs. Children grow vegetables in the nursery garden, watering and tending them until they are ready to be picked and eaten for lunch. This positively reinforces the benefits of healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a generally safe and appropriately maintained environment. Most potential risks have been identified and effective safety precautions put in place to minimise them. In the outside play area climbing frames and apparatus are sited on an impact absorbing surface. Therefore the risk of injury is reduced should a child fall. CCTV is used to monitor the outside of the premises and vigilant supervision by

staff ensures children are kept safe. At present, however, the security system is not effective and leaves staff and children vulnerable. This is a breach of regulations. Regular fire drills ensure staff and children are well practised in emergency evacuation procedures.

Children adhere to simple rules and routines that keep them safe, such as helping tidy up and sitting down whilst eating. Resources and activities help children learn how to keep themselves safe. The crossing patrol person regularly visits the nursery to talk to and show children how to cross the road safely. Posters and examples of the children's art work are displayed throughout the premises. This creates a stimulating, welcoming and child friendly environment. Children choose what to play with from a range of safe, good quality resources, which are appropriate to their age and stage of development. The protection of children is of importance to staff. They are aware of child protection procedures and their responsibility to implement should concerns arise.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the group, where they are settled in the friendly environment. They are beginning to form early friendships and enjoy being with each other. Children have time to relax as well as to be active. They watch children's programmes on the television on a daily basis. Positive adult and child interactions are supportive of early communication skills. For example, children enjoy listening to stories, joining in action rhymes and singing. This is helping them to listen, respond to language and learn new words. Children have opportunities to select what they want to play with from a range of resources. The day is structured to provide children with a variety of different play and learning activities. Toys and equipment are changed regularly to help maintain the children's interest and enthusiasm.

Children are making progress in all areas of development because staff are aware of and use early years guidance, such as the Birth to three matters framework to plan activities. Children particularly enjoy imaginative play where they actively use gestures and actions. They become engrossed in their play, dressing the dolls, feeding and taking them for walks. Young children love the sensory experience of being able to freely explore and make marks during creative activities. They savour the touch and feel of the 'gloop' as they squeeze and squelch it through their fingers. Water play is a firm favourite with younger children. They enjoy pouring the water into containers, splashing it and getting themselves wet. However, messy and creative activities are not always available, they are planned for set times once or twice a day, when children participate in them as a group activity. This restricts opportunities for children to independently choose and readily access activities, such as sand, paint, water and dough throughout the day.

Nursery Education

The quality of teaching and learning is satisfactory, children are making sound progress in all areas of their learning and development. Staff use their knowledge of the early learning goals and stepping stones to support and promote the children's

learning. Plans reflect a varied programme of activities across all six areas of learning. This ensures the children's interest and development is stimulated. There is a clear method of recording observations of children's learning, achievements and progress. If a child finds an adult led activity too simple, staff will adapt it to make it more interesting and challenging. However, records of children's development and planning are not consistently used to plan for their next steps and to ensure more able children are sufficiently challenged. Therefore teaching does not always effectively build on what children already know. Children benefit from one to one support from their key worker. Skilful questioning techniques encourage children to reflect, think and consolidate their learning.

Children have happy and relaxed relationships with staff who listen to them and respond appropriately. Attending to their own personal care, dressing up and putting on their coat when going out to play is helping children to become increasingly independent. At snack time they take it in turns to give out the cups and plates, however, meals and snacks are served and cleared away by staff. This results in missed opportunities for children to practice and develop their independence and self help skills.

Children's spoken language is developing well and they are becoming confident speakers. They initiate conversations, recall events, listen intently and respond to stories. Children have an understanding that print carries meaning. They write and act as writers in varied situations and are beginning to develop early writing skills during planned activities. Children make marks and recognisable letters as they write lists in the home corner and put their name on pictures. However, the variety of drawing and writing materials is limited and restricted to planned activities. Therefore children are not able to practice early writing skills spontaneously and independently.

Children show an awareness of and take an interest in number. They are encouraged to count and solve simple mathematical puzzles. Children compare groups of objects and show an interest in calculation. For example, they sort the compare bears into different colours then eagerly count how many bears of each colour they have and write down the number on a board. They use a range of mathematical language to describe shape, size, position and quantity. Children estimate and then count how many spoonfuls of water they need to fill different sized and shaped containers.

Children are enthralled when they have opportunities to care for and handle insects, pets and farm animals. They learn about the lifecycle of a butterfly through activities, such as watching a caterpillar turn into a butterfly. Children have regular access to computers and other electronic toys and equipment. They are able to follow simple instructions and skilfully control the mouse. Children use a range of tools and resources to design and make objects. Children work together to design and make intricate models using the dough, wooden sticks and tools. They are showing an increasing awareness of change. Children talk about the changes in their bodies when it is cold or after they have been running round whilst playing outside.

Children's physical skills are developing well through the use of a wide range of activities, equipment and frequent opportunities to play outside. They enjoy music and movement sessions where they eagerly play instruments and move to the music

they are making. Children play imaginatively in the role play area and express themselves using a variety of media during planned activities such as 3D construction, creative materials and musical instruments.

Helping children make a positive contribution

The provision is good.

Children have access to a range of resources that provide positive images of diversity, such as books, jigsaws and imaginative play equipment. They participate in a good range of imaginative and creative activities that help them find out about religious and cultural festivals such as Christmas and Chinese New Year. Children are learning about disability, through activities involving playing with a wheelchair. This stimulates discussion as children take turns to sit in the wheelchair and push each other round the playground. This is helping children to learn about the wider world they live in and to respect and value differences. All children are welcomed and play a full part in the group. Staff organise the group to meet the individual needs of children. The children's spiritual, moral, social and cultural development is fostered.

Staff skilfully support and encourage children to play fairly, share and take turns. Children wait patiently for their turn at the most popular activity. They are aware of and adhere to the boundaries that are in place. Children respond to meaningful praise from staff and behave well. They play happily alongside and with each other. Frequent discussions and stories are used to help children learn what is right and what is wrong. Children are regularly taken on outings to places of interest. This extends and consolidates their learning and is helping children become part of and find out about their local community. They enjoy eating at a local café and going to the farm to see the animals.

The partnership with parents is good. Parents are greeted in a friendly, warm and welcoming manner. Positive steps are taken to ensure they are kept well informed about all relevant policies and procedures. Daily discussions and written reports keep parents up to date about their child's day and any issues. Children's developmental records are readily available for parents to read, contribute to and comment on. Regular parent's evenings are held for the parents of all children. These provide opportunities to discuss the progress children are making and help staff gather information about the individual needs and development of children.

Organisation

The organisation is satisfactory.

Children are happy and enjoy attending the nursery. The environment is appropriately organised with different types of play and activity areas. Children receive lots of support and encouragement from staff. This promotes their confidence, so they eagerly explore their surroundings and join in activities. The key worker system is effective and enables staff to get to know children well. This ensures children feel secure and confident with their carers.

The leadership and management is satisfactory. The development of practice is delegated to the staff working directly with the children. The management ensure staff are appropriately deployed, are aware of their individual responsibilities and attend additional training. Priority is given to staff development and staff benefit from regular attendance on relevant training courses. This enables them to broaden their knowledge and to continually improve and enhance the service provided. Effective recruitment and selection procedures are in place. This ensures that all persons working with the children are appropriately vetted.

Most records and documentation are in place, contain sufficient detail and are appropriately maintained and stored. However, there are omissions in respect of a record of the children's hours of attendance and the content of the child protection statement. Therefore current and up to date information is not available to underpin staff practice. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection five recommendations were agreed to further develop the service provided, all of which the group have acted upon. They have developed a key worker system which promotes continuity of care for all children. The Birth to three matters framework is now being used to develop the range of activities for young children. Children are now able to use the bathroom privately. Fencing on the outdoor grassed area keeps children safe and secure when playing outside. Parents now sign records of medication administered, promoting the health of children.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review how the children's day is structured to extend opportunities for them to freely access and choose from a wide range of messy and creative resources and activities
- ensure the premises are secure and children are not able to leave them unsupervised, develop an effective system for managing access to the premises and ensure it is used
- develop a system for recording the hours children attend and extend the child protection policy to include procedures to be followed in the event of an allegation being made about a member of staff.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to develop their independence and self help skills at snack times
- develop assessment records and plans to show how children are helped to take their next steps in learning and to ensure all children are set sufficient challenge
- increase the availability and variety of drawing and writing materials to allow children to practice early writing skills spontaneously and independently.

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