



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY103452

DfES Number:

### INSPECTION DETAILS

Inspection Date 15/05/2003  
Inspector Name Judith Allbutt

### SETTING DETAILS

Setting Name The Orchard Garden  
Setting Address Haig House, 87 Green Lane  
Derby  
Derbyshire  
DE1 1RX

### REGISTERED PROVIDER DETAILS

Name The Orchard Garden

### ORGANISATION DETAILS

Name  
Address

## **ABOUT THE INSPECTION**

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### **Information about the setting**

Orchard Garden Day Nursery was registered in March 2002. It is situated in the centre of Derby. It is registered to care for 82 children aged 0 to 8yrs. There are currently 82 children on the register and they attend a variety of sessions. Two children attending have special needs and one has English as an additional language. The nursery provides funded places for 3 to 4 years olds. The nursery is open from 7:30am to 6:15 pm Monday to Friday through out the year. Thirteen part-time/full-time staff work with the children. Most hold level II or level III childcare qualifications and all staff attend Early Years Partnership training sessions. The nursery receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### **How good is the Day Care?**

Orchard Garden Day Nursery provides good quality childcare. A high percentage of staff hold childcare qualifications and all staff are able to attend Early Years Partnership short courses. The staff team hold regular team meetings and information is being shared effectively. Policies and procedures are accessible and staff have good opportunities to become familiar with these. The nursery's policy on outings showed some weaknesses. Staff demonstrated a secure understanding of children's individual needs and children are engaging enthusiastically in activities that promote their development. The baby unit staff are very effective in providing unusual resources for the babies to play with to stimulate their sensory development. In the 3 to 5 room few links are currently being made between child development record's and the activity plans, and this is examined further in the education report. Children with English as an additional language and children with special needs are being well supported and nursery staff are liaising closely with parents. Staff showed an appropriate awareness of safety issues and the child protection co-ordinator demonstrated a thorough understanding of child protection issues. The fire drill procedure however failed to give clear direction to the staff as to their individual roles. Good relationships exist between staff and parents. The provision provides valuable information through notice boards, registration information pack, newsletters, daily diaries and one-to-one contact with parents. Overall records are

stored confidentially and all required documents and records are in place.

**What has improved since the last inspection?**

This is the first inspection since registration.

**What is being done well?**

- Staff are committed to accessing further training. They have a secure knowledge of their policies and good opportunities to review their working practice. (Standards 1, 2, 6, 9 and 14) - Children's individual needs are being appropriately met and staff interact positively with them. Resources are being skilfully used to maximise children's learning opportunities and development. (Standards 3, 9, and 10) - Child protection knowledge is good and all staff have attended recent training. The child protection co-ordinator has accessed additional advanced training. (Standard 13) - Parents are kept well informed about their children's care and the running of the nursery. (Standards 2, 12 and 14)

**What needs to be improved?**

- the nursery's policy on outings so that the increase of staff ratios is demonstrated specific to the risk of the activity eg swimming. (Standards 4 and 6) - the fire drill procedure, so that staff have clear instruction about their individual roles. (Standard 6)

**Outcome of the inspection**

Good

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

| Std | Action | Date |
|-----|--------|------|
|-----|--------|------|

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation   |
|-----|--|
| 4   | ensure that the nursery's policy for outings includes an assessment of risk and states appropriate staffing levels to maintain child safety. |
| 6   | ensure that fire drill procedures give clear instructions to the staff as to their individual responsibilities during an evacuation          |

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Children are making generally good progress in all six areas of learning. Teaching is generally good. There have been recent changes in the staffing structure, however children are settled, confident and eager to learn. Staff are deployed to work directly with the children and enthusiastically engage at the activities to support children's progress. There are a good range of resources which enhance all areas of development, however older children have few opportunities to select their own resources. Although there are activity plans they do not link the activities to the early learning goals. Developmental assessments are not routinely undertaken, therefore the planning does not identify specific targets for individual children. Staff use effective behaviour management strategies, children's behaviour is very good, older children show concern for one another. The staff promote equality within the nursery, this is reinforced by the positive role models and the range of resources available to the children. The leadership and management is generally good. The newly appointed manager has quickly identified areas which need to be further developed in order to support children's progress. She has taken active steps to devise new planning and assessment systems. It is anticipated that these will be implemented in the immediate future. Staff work effectively as a team and have a clear understanding of their role and responsibilities. The manager has developed an evaluation process which looks at practice issues within the pre school room, however the evaluation of activities does not include what children have learnt and how this has been achieved. The partnership with parents is generally good. Parents are well informed about the nursery and are given good quality information regarding the early learning goals. Parents do not contribute to their child's developmental assessments as they are not routinely undertaken.

### What is being done well?

Children are interested and eager to learn, they play for extended periods at activities they have selected. Children have formed good relationships with their peers and the staff team, older children show concern for their peers. Children are beginning to understand that other people have different views and beliefs, this is enhanced by positive role models provide by the staff. Children are confident, they initiate conversation and use language for a range of purposes, to share and gain information and engage in imaginative play with their peers. Children's behaviour is very good, staff use effective behaviour management strategies. Older children are able to adhere to simple codes of behaviour. Staff introduce new vocabulary to children at a diverse range of activities, children retain this information and repeat this in their own conversations.

### What needs to be improved?

Staff's assessment of where children are in their learning so that they can help them

move to the next stage. Four year old's independence in selecting some of their own materials and resources. Staff's evaluation of activities to identify how effective they are in supporting children's progress. Staff's understanding and implementation of a planning system which is linked to the early learning goals.

**What has improved since the last inspection?**

This is the first inspection.

## SUMMARY OF JUDGEMENTS

| <b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>   |                |
|---|----------------|
| Judgement:  | Generally Good |
| Children are confident, they are interested and eager to learn. Children's behaviour is very good, older children are able to follow simple rules. Children are developing an awareness that people have different beliefs and views which need to be valued and respected. Although children are developing independence, older children have few opportunities to select and use their own resources. |                |

| <b>COMMUNICATION, LANGUAGE AND LITERACY</b>   |                |
|---|----------------|
| Judgement:  | Generally Good |
| Children use language for an increasing range of purposes, they confidently approach unfamiliar people and are keen to engage in conversation with staff and peers. Children practice their emergent writing for a variety of purposes, older children are able to form recognisable letters. Children have the opportunity to hear and use new vocabulary. In some large group situations some younger children were not always able to fully participate. |                |

| <b>MATHEMATICAL DEVELOPMENT</b>  |                |
|--|----------------|
| Judgement:   | Generally Good |
| Older children can count 1-10 everyday objects and beyond. They recognise and select the correct numeral to represent 1-9 objects. Children are eager to use their mathematical knowledge, older children are beginning to use simple addition and subtraction to work out mathematical problems. Staff do not always sufficiently challenge 4 year olds to extend their skills in this area. Children learn about weight capacity and shapes through a variety of practical activities. |                |

| <b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>  |                |
|--|----------------|
| Judgement:   | Generally Good |
| Children are interested in different materials and objects and seek information to find out more about them. They show an awareness of change which they explore using their senses. Children are beginning to differentiate between past and present events in their lives which they are eager to share with the staff. Few opportunities are provided for children to use, and find out about, everyday technology. |                |

| <b>PHYSICAL DEVELOPMENT</b>  |                |
|--|----------------|
| Judgement:   | Generally Good |
| Children have access to daily outdoor activities, they also visit local resources each week, for example the a soft play area and swimming pool. Children are beginning to move with control, they are able to negotiate obstacles, climb steps using alternate feet and jump from climbing equipment landing safely. Children have few opportunities to select their own resources, larger equipment did not sufficiently challenge some of the children. |                |

| <b>CREATIVE DEVELOPMENT</b> |  |
|-----------------------------|--|
|-----------------------------|--|

|   |                |
|---|----------------|
| Judgement:  | Generally Good |
| <p>Children have access to musical instruments and explore the different sounds they make, they move to music during music and movement sessions. Older children engage in cooperative play, they develop simple themes which they act out in pairs or small groups. Children have access to a range of resources, e.g. painting and collage, but these do not sufficiently provide opportunities for children to select their own resources, mix colours, experiment with texture and combine different media.</p> |                |

|  |   |
|--|---|
| Children's spiritual, moral, social, and cultural development is fostered appropriately: | Y |
|--|---|

**OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

**WHAT THE SETTING NEEDS TO DO NEXT**

Routinely undertake assessments of children's progress so that they can support children's progress to the next stage. Evaluate activities to identify how effective they are in supporting children's progress towards the early learning goals. Implement a planning system which is linked to the early learning goals and provides increased opportunity for 4 year olds to select some of their own resources.



## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

**STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

**STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

**STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

**STANDARD 14: DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*