



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305382

DfES Number: 524177

INSPECTION DETAILS

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| Inspection Date | 24/02/2005 |
| Inspector Name | Susan, Helen Spencer |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | The Orchard Day Nursery |
| Setting Address | 193 Wilmslow Road Handforth Wilmslow Cheshire SK9 3JX |

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

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| Name | Amanda Warren and Gary Warren |
| Address | The Orchard Day Nursery 193 Wilmslow Road, Handforth Wilmslow Cheshire SK9 3JX |

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

The Orchard Day Nursery opened in 1995 and operates from two separate buildings within the same grounds. Orchard 1 provides care for children aged birth to approximately two and a half. Orchard 2, known as the Tree House provides care and education for the older pre-school children. It is located on the Wilmslow Road in Handforth near Wilmslow. A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 throughout the year, closing only for Bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 72 children aged from birth to four years on roll. Of these, 23 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents work.

The nursery employs 20 staff. Nine of the staff, including the owner and managers hold appropriate early years qualifications. Five staff are working towards a qualification. The nursery has adopted a Highscop method of teaching.

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

How effective is the nursery education?

The Orchard Private Day Nursery provides good quality nursery education which enables children to make generally good progress overall towards the early learning goals. They make very good progress in all areas except mathematical development where there are significant weaknesses that hinder children's progress.

Teaching is generally good. The environment is very well organised to support children's free and independent choices. Staff are warm and friendly and relate well to children and their families. The grouping of children ensures that children are challenged appropriately. Long and medium term plans show how the early learning goals will be met in all six areas but this is less clear in short term plans. This indicates some insecurity in staff's understanding of the goals, especially in mathematics. Staff are consistent and routines well-established which promotes behaviour well. Resources are used well overall. Records of achievement and progress are insufficient to indicate how children progress along the stepping stones over time. They are undated and no individual records are maintained.

The leadership and management are generally good. Staff meet regularly to discuss and review planning. Provision is reviewed informally by the manager and owner but there are no clear systems to identify strengths and weaknesses or identify areas for improvement other than action plans in response to Ofsted report recommendations.

Partnership with parents is very good. Parents are very happy with the provision. Staff are friendly and approachable providing good verbal feedback on learning and progress. They are well informed by notices, newsletters and daily planning sheets. Parents understand the Highscope approach used by the nursery and know how they can help their children learn at home. There are chances for parents to share information with staff about their children but as yet there are no systems to include this in the record of achievement.

What is being done well?

- Children have well developed speaking and listening skills. They express their ideas and feelings confidently and articulately. They make good imaginative use of language in the role play area and when using small world play materials. They listen carefully when others recall and review their activities and sit quietly to hear about other children's choice of planned activities.
- There is good provision for children's free expression of ideas. They use materials freely to act out familiar and imagined situations. They use materials experimentally and creatively. They have lots of opportunities to extend the provision to meet their own play needs.
- Children have lots of freedom of choice which fosters their sense of

developing personal independence and promotes their self-esteem. They have clear ideas about their own preferences and those of other children. They are supported well by staff to extend their experiences.

- Relationships between staff, children and parents are very good. Staff know the children and their families very well. Many children have attended the nursery since they were young babies. Staff show genuine interest and enthusiasm for children's learning and achievements. Staff provide parents with a daily account of their child's activities and find time to discuss individual children's progress and learning.
- The management of the environment and routines support learning well. All materials are accessible to children throughout the day. They are free to combine resources and materials to meet their own needs. Routines are well-established to support learning and behaviour. Children understand that they are responsible for putting away toys and materials after use and before they move on to the next activity of their choice. This ensures that the environment remains tidy and attractive throughout the day.

What needs to be improved?

- the programme for mathematics
- the assessment system to show how individual children progress along the stepping stones towards the early learning goals and take into account the observation and comments of parents about their child's learning at home
- planning systems to ensure consistency between staff and full coverage of all the early learning goals

What has improved since the last inspection?

Limited progress has been made since the last inspection. Planning has improved and is now monitored by managers. The introduction of a key worker system and the grouping of children ensures that plans meet the needs of all children. Managers have introduced a new system of assessment that covers the stepping stones towards the early learning goals but does not show how children make progress towards the early learning goals and is not shared with parents. Assessment generally informs planning but it is not clear how this happens.

Staff and managers have worked hard to improve planning. This has been particularly effective in long and medium term plans which clearly indicate how the early learning goals will be covered over time. Short term plans are less effective and there are some remaining inconsistencies between staff. They are generally effective in practice but the programme for mathematics has some significant weaknesses which are evident in practice.

The recently introduced assessment system is informed by staff's observations of children's learning and achievement. These are recorded but are not dated making progress over time difficult to assess. This record is maintained as a tick sheet for all

children which means that it is difficult to share this information confidentially with parents. Staff recognise these difficulties but have not yet devised a system that can be easily shared and take into account parents observations and comments of their child's learning at home.

The sharing of children's records of achievement with parents remains as an aspect of the key issues identified in this report.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, self-assured and confident. They express their ideas, feelings, likes and dislikes freely. Their ideas are valued by staff which promotes their self-esteem. They play well together by co-operating, sharing and taking turns. Behaviour is very good. Children are polite and courteous. They help willingly and always tidy away toys after use. They show care, concern and affection towards each other and are beginning to learn about the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate and confident speakers. They listen carefully at story and circle times. They are learning about letter shapes, sounds and names and some children are progressing very well. Worksheets used to promote this learning are less effective. They enjoy stories generally using books carefully. They understand that books can be used for information as well as stories. Children enjoy using the well-equipped writing area where they write with skill for a range of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Good resources are available to support learning in this area. However these are not used fully and effectively. Children count confidently and learn about a different number each week but this learning is not consolidated through play activities. Computer software is used well to promote ideas of more and less. Ideas of shape and size are promoted well through planned topics but children's mathematical understanding is not fostered through sand, water, construction and dough play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore for themselves. Construction play is very good, children plan, design and build complex structures. They show skill in using a computer and cassette player. Routines and discussions develop their understanding of past, present and future. They learn about their immediate environment when playing outdoors, visiting local shops and amenities. Their awareness of the wider world is extended through discussion about holidays and travel along with celebrations of festivals.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move confidently, safely and sensibly, respecting each others' space. They show skill when hopping, jumping and galloping. They extend the scope of the climbing frame using large construction equipment along which they can balance. Good emphasis is placed on the benefits of healthy eating and its role in growth and well-being. Children also relax after eating. They use an extensive range of tools and associated materials with skill and dexterity.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Very good emphasis is placed on children's free and imaginative use of creative materials. They select their own materials for collage and modelling and mix their own paints. The use of large brushes inhibits their use of detail in pictures. They enjoy music and explore sound for themselves. They sing tunefully. Role play and small world materials are enjoyed and used extensively by children which promotes learning in other areas. Children express their ideas freely using a range of feelings.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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: THE KEY ISSUES

- develop the assessment to show the achievement for each child and how they progress along the stepping stones towards the early learning goals. Take into account parents observations and comments about their child's learning at home
- ensure full coverage of the stepping stones to promote children's mathematical development and improve staff's confidence in integrating number into free play activities and small group work

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.