



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 258405

DfES Number: 594454

INSPECTION DETAILS

Inspection Date 18/11/2003
Inspector Name Yvonne Chapman

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Orchard Day Nursery+Nursery School (2)
Setting Address 129 Derby Road
Chellaston
Derby
Derbyshire
DE73 1SB

REGISTERED PROVIDER DETAILS

Name Orchard Nurseries Ltd

ORGANISATION DETAILS

Name Orchard Nurseries Ltd
Address 129 Derby Road
Chellaston
Derby
Derbyshire
DE73 1SB

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

Orchard Day Nursery and Nursery School opened in 1998 and is situated on the outskirts of Derby. The nursery is open Monday to Friday from 07:30am to 18:00pm throughout the year. There are currently 17 funded 3-year-olds and 11 funded 4-year-olds attending.

The setting supports a small number of children with special educational needs and there are no children attending who have English as an additional language.

There are four staff working directly with the children who receive funding, all of whom hold a relevant child care qualification.

The setting has involvement with the Early Years Development and Childcare Partnership and receives support from a mentor teacher.

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

How effective is the nursery education?

Orchard Day Nursery and Nursery School provides a welcoming environment where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff group work well as a team and children are well supported in their learning. Staff have a generally good understanding of the early learning goals however some members have a more limited knowledge. The planning system covers all six areas of learning although there is some weakness in the area of knowledge and understanding of the world. Observations and assessments are good and ensure that children's individual needs are recorded. Overall the activities planned are suitable for the age and developmental needs of the children attending. However more able children are not sufficiently challenged in solving mathematical problems in routines and incidental situations. Staff have consistent and appropriate strategies for managing behaviour and children are aware of the boundaries set.

Leadership and management of the nursery is generally good. The manager of the setting is committed to providing a good service to children and parents and is well supported in this by the staff group. The manager is effective in assessing the strengths and weaknesses of the nursery and the key values and aims are reflected in practice. Training for staff is supported, however strengths and weaknesses of staff are not effectively addressed by the appraisal system.

Partnership with parents is generally good. There is a good range of information provided and parents have the opportunity to speak with staff daily. Information about the areas of learning is displayed in the entrance hall and within the group rooms. However parents have limited opportunities to share in their child's learning or extend it at home. Parents are provided with records of their child's achievements and are invited to share their views and opinions on their child's progress.

What is being done well?

- Children are happy, confident and interested in the wide range of resources available to them. Children and staff interact well and staff use effective questioning to stimulate children's learning.
- Staff work well as a team and are committed to providing a good quality service to children and parents. Parents receive good information about the setting and have good links with staff for sharing of children's records and achievements.
- There are good arrangements to support children's physical development. Staff make good use of available space and resources to ensure children have regular and worthwhile opportunities to practice and develop a variety of physical activities.

- Children's personal, social and emotional development is very good. They are co-operative, helpful and well behaved. Children are developing a good level of independence and responsibility.

What needs to be improved?

- opportunities for children to develop their understanding of different cultures and beliefs.
- staff's knowledge and understanding of the early learning goals and the implementation of an appraisal system which effectively addresses staff strengths and weaknesses.
- opportunities for more able children to solve mathematical problems in routine and incidental situations.
- opportunities for parents to be involved in their child's learning .

What has improved since the last inspection?

Plans have been implemented which involve all staff and link with assessments.

Effective records of attainment are used which enable staff to record children's progress in all six areas of learning.

Plans for physical development are now well established and children have many and varied opportunities to increase their physical abilities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and confident and make independent choices within a regular routine. Children are excited to learn and persevere at tasks to completion. Children form good relationships with each other and are confident to interact with adults. Children are aware of the behavioural boundaries of the group and co-operate well. Children have good self help skills and take responsibility for tidying away toys and helping at mealtimes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to use language for negotiating and expressing ideas. Children are interested in books and they are able to sit quietly and listen to stories and other people. Older children are making good progress towards recognising and writing their full name and younger children their first name. Children are able to recognise the initial sounds of some words and are encouraged to write meaningfully.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming confident with number and can count to 10 and above and also use number games in familiar contexts. Children are able to sort, compare and put objects in order, however older children have insufficient opportunities to solve mathematical problems in routine and incidental situations. Children are familiar with a range of shapes and use appropriate mathematical language for position, size and measure. Children show an awareness of symmetry and are able to recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore their environment and the features within it through local walks and visits to places of interest. Children are aware of significant events in their own lives and people close to them, however they are less familiar with the cultures and beliefs of others. Children use information and communication technology in meaningful contexts and imaginary play. Children observe change in the natural world and develop an understanding of life and living processes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing a range of physical skills through the regular use of swimming, dance and soft play sessions. Children negotiate space well and show good balance and spatial awareness. Children are able to manipulate malleable materials by rolling cutting and patting. Children have an understanding of healthy practices and observe the effect of exercise on our bodies. Children use scissors and hammers skilfully and are aware of handling items safely.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are confident in choosing their own materials and representing their own ideas. They create models in two and three dimensions and explore a variety of texture, colour and media. Children enjoy a range of musical styles and experiment with instruments and the changing of sounds. Children are able to sing songs from memory and match movements to music. Role play is used as part of themed work and children use their imagination to recreate familiar scenarios.

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 opportunities for parents to become more involved in their child's learning.
- Enhance children's understanding of different cultures and beliefs.
- Develop the staff's knowledge and understanding of the early learning goals and implement a staff appraisal system which effectively addresses their strengths and weaknesses.
- Ensure more able children are encouraged to solve mathematical problems in routine and incidental situations.

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.