



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 258406

DfES Number: 521423

INSPECTION DETAILS

Inspection Date 25/11/2003
Inspector Name Yvonne Chapman

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Orchard Nursery School
Setting Address 92 Derby Road
Chellaston
Derby
Derbyshire
DE73 1RF

REGISTERED PROVIDER DETAILS

Name The Orchard Nurseries Ltd 3704595

ORGANISATION DETAILS

Name The 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 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 Nursery School is situated in Chellaston on the outskirts of Derby. The setting is open from Monday to Friday 07:30 until 18:00 throughout the year.

There are 42 funded 3 year olds and 13 funded 4 year olds on register. The nursery school supports a small number of children with special educational needs and who have English as an additional language.

The staff group is made up of full time and part-time workers; the majority of whom hold a relevant childcare qualification. The setting is supported by a mentor-teacher from the Derby City Early Years' Development and Childcare Partnership.

The nursery school is one of a group of four childcare provisions owned by Orchard Day Nurseries Ltd.

How good is the Day Care?

Orchard Nursery School provides good quality childcare in a warm and welcoming environment. The premises are colourful and well maintained, with children's work attractively displayed. Space is well organised and adequate for the numbers of children attending. The majority of documentation is in place, however the register of attendance, uncollected child procedure, medication record and child protection policy lack some details.

Staff are deployed effectively and are vigilant about children's safety both indoors, outdoors and on outings. Toys, furniture and equipment are of good quality and meet the needs of all children. Arrangements for first aid are good, with a number of staff holding appropriate first aid qualifications. The social aspect of mealtime is identified as an important part of the day and a good variety of healthy meals and snacks are provided. Staff have a good awareness of child protection issues and there are effective procedures in place if there is a need to report concerns.

Staff meet the children's needs through sensitive and appropriate interaction.

Children are provided with a wide range of age-appropriate activities which support and enhance their learning. Children are valued and included and use resources which reflect diversity. Children behave well and respond positively to the expectations of staff.

Children are well looked after according to their parents' wishes. Regular information is provided for parents and they are kept informed of their child's progress through daily discussions and achievement records.

What has improved since the last inspection?

At the last inspection, the nursery school were asked to amend the complaints procedure to reflect the change from the Local Authority to Ofsted. A copy of the Area Child Protection Committee (ACPC) procedures was to be obtained and the nursery policy reviewed to reflect this. All staff were to receive child protection training and all documentation was to be stored appropriately.

The setting has made good progress since last inspection. The complaints procedure now has details of the regulator and is available to parents. A copy of the ACPC procedures is accessible to all staff, and senior members of the team have undertaken child protection training. All personal documentation is now kept in a locked cabinet in the office. Overall, changes made have added to the knowledge of some of the staff and the quality of information available for staff and parents. Confidentiality has also increased in relation to record keeping.

What is being done well?

- Ratios of staff to children are well-maintained; children belong to a key-group which has consistent staff members. Children have opportunity to access the free play, outdoor and creative areas daily, which ensures they have a variety of experiences for play and learning.
- The provision has a good range of safe and well maintained furniture, equipment and toys which meet the varying needs of the children, and help to create an accessible and stimulating environment.
- Children are offered meals and snacks which are healthy and nutritious. Mealtimes are well organised, with children given choices and opportunities to be helpers.
- Staff adopt a consistent and positive approach to managing children's behaviour and there is an effective system in place for the regular exchange of information between staff and parents.

What needs to be improved?

- the recording of hours of attendance on the children's registration system
- the updating of the procedure to follow if a child is uncollected
- the inclusion of a parental signature to acknowledge administration of

medication

- the child protection statement, to ensure it includes the procedure to follow if an allegation is made against a member of staff or volunteer.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

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

Std	Recommendation
2	Update the procedures to be followed in the event of a parent or carer failing to collect a child.
2	Ensure the system for registering children shows the hours of attendance.
7	Ensure parents sign the record of all medicines administered to children.
13	Ensure the child protection statement includes the procedure to follow if an allegation is made against a member of staff or volunteer.

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

How effective is the nursery education?

Orchard Nursery School provides a supportive environment where children make generally good progress towards the early learning goals overall. However, children are making very good progress in three areas of learning.

The quality of teaching is generally good. The staff have an increasing knowledge of the early learning goals and are keen to continue to access further training. The planning system covers the six areas of learning, although there is some weakness in planning for the area of knowledge and understanding of the world. Regular observations of the children are undertaken and records of achievements are recorded termly. 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, or sufficiently able to initiate their own ideas in creative development. Management of children's behaviour is very good and staff use consistent and developmentally appropriate strategies for this.

Leadership and management of the provision is very good. The manager monitors and evaluates the quality of the provision and values the help and support from other professionals. A staff appraisal and training programme effectively promotes continuing professional development.

The partnership with parents is generally good. There is an effective range of methods to inform parents about the provision. Parents have opportunity to discuss their child's progress and contribute their own views. Information about activities and the areas of learning are displayed, however parents have limited opportunities to share in their child's learning or extend it at home.

What is being done well?

- Children work and play co-operatively and take responsibility for their actions. Staff are sensitive to children's needs and provide appropriate encouragement to children, regardless of their age or ability level.
- Children handle and experience a rich variety of books and use them confidently and with interest. They respond enthusiastically to stories and listen and follow instructions well.
- The staff team work closely together and positive relationships are built with children and parents. There is an ongoing system of individual consultation where parents can celebrate their child's achievements or express concerns.
- The quality of care and education provided is regularly monitored through questionnaires and feedback from transfer schools and parents, adding to information which the setting is able to take account of and act upon.

What needs to be improved?

- the opportunities for parents to extend their child's learning at home
- the children's understanding of different cultures and beliefs
- the opportunities for more able children to solve mathematical problems in routines and incidental situations
- the opportunities for children to initiate their own creative work and develop their ideas.

What has improved since the last inspection?

The setting has adopted an effective planning and assessment system, which is monitored regularly and all staff have involvement with. Activities are now planned which enable children to explore and use made resources. Children's progress and achievements are regularly monitored and recorded and all developmental charts are linked to the six areas of learning. Children are now provided with planned practical activities to solve mathematical problems, although currently there remains insufficient use of this during routine situations. Extra resources have been supplied, improving the quality of learning experiences for children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and purposeful in their play. They work and play co-operatively, share equipment and take turns. Children have good levels of independence, choose activities freely and attempt to dress themselves. Children behave well and are aware of the expectations made of them. They take responsibility for their actions and begin to understand the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and use complex sentences. They listen well and follow instruction in dance sessions and register time. Children experience a rich variety of books, which they handle confidently and with interest. They listen eagerly to stories and many are able to recall familiar story lines. Children recognise and write their first, and some older children their last, names. They link initial sounds to letters and use their mark making skills to write recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently recognise shapes, with older children able to name complex and three-dimensional shapes and objects. Children count and recognise numerals to 10 and some older children to 20+. Children develop the concept of weight, volume and capacity and they use mathematical, including positional, language. Children sort by different criteria, match objects and follow mathematical patterns. However children do not solve simple calculations or problems within routine situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children discover the properties of natural and made materials and observe change. They select and use a wide range of equipment and materials to build models and they are confident to use technological equipment. Children have a good awareness of the world around them through regular outings and opportunities to look at maps. Children reflect on past and significant events in their own lives, but have little awareness of the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate physical confidence as they take part in regular swimming, soft play and dance sessions. They participate enthusiastically in music and movement sessions, where they are aware of bodily changes and make good use of the space available. Children manoeuvre a range of wheeled toys confidently and use smaller equipment to practice throwing and catching. Children handle simple tools skilfully and safely and manipulate malleable materials effectively.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour and texture in their paint, collage and model-making experiences. They enjoy singing songs and regularly use musical instruments as an accompaniment. Children act out different scenario's and enjoy role-play using appropriate props. They use their imagination well while using puppets and small world resources. Children undertake regular observational drawing and painting experiences, but initiate their own creations or develop their own ideas less frequently.

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 by further integrating this into the planned curriculum;
- ensure more able children are encouraged to solve mathematical problems in routines and incidental situations;
- provide more opportunities for children to initiate their own creative work and develop their creative ideas.

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.

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.