

The Orchard Children's Nursery (Farnborough) Limited

Inspection report for early years provision

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Inspector	Nicola Hill
Setting address	Sandy Lane, Cove, Farnborough, GU14 9ES
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

The Orchard Children's Nursery was registered in 2010. It is a privately owned day nursery and operates from self-contained premises within the grounds of Guillemont Junior School in Farnborough, Hampshire. Children are accommodated in one main room which can be partitioned off during sleep times or when young babies are present. Children have use of an enclosed outdoor play area, and suitable toilet and kitchen facilities are available.

The nursery serves the needs of teachers at the school and families in the local area. The group is registered on the Early Years Register and is registered to care for a maximum of 14 children aged under five years. There are currently 17 children on roll. The nursery welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery operates each weekday from 08.00 to 17.00 during school term times. Children attend for a variety of sessions. There are two full-time and three part-time staff currently working with the children, three of whom hold a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

There is a lovely homely feel to this nursery and children are clearly happy and settled. Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare effectively. Staff overall have a satisfactory knowledge of how they promote children's learning and development and children make sound progress, although some areas for development have been identified. Effective partnerships with parents ensure continuity in children's care, however the dialogue with parents when children first start and on an ongoing basis is not yet sufficiently focussed on children's learning and development. The owner, manager and staff work well together and show commitment to continually improving the provision, such as through the recent improvement of the indoor space, and the security of the garden.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a clear system of tracking children's progression in skills towards the early learning goals. Ensure staff consistently identify children's next steps for learning following an observation and make it clear how this information is being used to plan activities to meet their learning and development needs
- ensure that parents' views about their child's development are formally

secured to enable the early identification of children's learning needs when they first start at the nursery. Consider ways to help parents support their child's learning outside the setting

- further develop the outdoor environment by ensuring that all six areas of learning are promoted outdoors as well as indoors in order to fully extend children's play and learning. Ensure resources provided outside are clean and well maintained
- further improve the provision of resources in order to help children begin to know about their own and other people's cultures and celebrate the similarities and differences between them in a diverse society
- develop a more formal system for self-evaluation.

The effectiveness of leadership and management of the early years provision

There is a good awareness of safeguarding issues among the adults within the setting at all levels, all of whom receive regular training on safeguarding. All required policies and procedures are in place and are known by staff so that they are effective in practice. Robust vetting procedures are effectively implemented and ensure that all staff working with children are suitable to do so. Children receive care in an environment that is safe and secure because the environment both in and outdoors is subject to risk assessments that ensure any hazards to children are minimised. However, some outdoor equipment is not sufficiently clean or well maintained.

The staff team are supported by a well organised owner and manager who work effectively to oversee the smooth daily operation of the setting. The staff have a good attitude towards further training and an interest in developing their professional knowledge for the good of the children. They have made some plans for the future development of the nursery, such as developing the outdoor play area although formal self-assessment is minimal at present so it is not clear whether all aspects of the provision are being monitored and whether the views of staff, parents and children are included. The group has been very proactive in the short time they have been operating however, and a number of improvements have already been made for the benefit of the children.

Children are cared for in a welcoming, child-friendly environment. They are cared for in one main room which enables siblings to see and play with each other all day. However, staff recognise when babies and younger children need a rest or a quieter time away from the older children and partition off part of the room in order to meet their needs. The nursery is brightly decorated with the children's work, and each child has their own named coat peg and drawer, which gives them a sense of ownership and belonging. All children have access to a sound range of play equipment and the new owner is purchasing new resources all the time. However, there are currently limited resources available to positively support children's awareness of diversity and the group has not yet fully considered how to help children gain an understanding of the cultures and beliefs of others. All children are valued as individuals and feel good about themselves as staff treat them with respect. The nursery welcomes children of all backgrounds and staff are

fully prepared to work with outside agencies and other professionals as necessary to ensure they meet children's additional needs.

The nursery is working well in establishing positive relationships with other providers delivering the Early Years Foundation Stage to children who also attend the nursery. There are sound partnerships with parents developing at this new provision. Parents receive sufficient information about the early years provision through the range of policies and procedures available and regular newsletters. They gain daily information about how their child has been through record sheets noting food intake, nappies and sleeps. Parents are kept informed about the curriculum and activities their child is involved in each week through plans displayed on the notice board. However, parents are not regularly provided with suggestions of activities and experiences to try at home, which would enable them to further support and share in their child's learning. This is hindered by the current weakness in the setting's systems to consistently identify children's learning priorities.

The quality and standards of the early years provision and outcomes for children

Staff are developing close and supportive relationships with children, allowing them to feel secure and confident in their play and learning. Older children speak confidently about what they are doing and enjoy sharing their thoughts. They show good imagination as they make models such as submarines and skateboard ramps out of junk materials. Children show an interest in books and can take part in French lessons if they wish to. They use the computer confidently and happily join in with singing sessions, knowing the actions. Toddlers enjoy playing with musical instruments and have fun outside, splashing in the water in their wellies. Babies receive lots of cuddles from staff and happily explore their environment. All the children are well behaved and play cooperatively together.

Staff have a sound working knowledge of the Early Years Foundation Stage and use this to plan and implement a broad range of activities and experiences across the six areas of learning. They use various teaching methods to gain children's interest and help them develop. However, staff are not currently maximising children's learning opportunities or promoting all six areas of learning within the outdoor environment. Staff record information from parents about their child's likes and dislikes before they start at the setting, although information about their development in relation to the six areas of learning is not gained, which prevents staff from firmly and quickly identifying the children's starting points. Once the children have settled however, staff document children's learning through photographs and written observations. As the setting is newly registered, observations are in their early stages. However, staff do not always identify children's next steps for learning following an observation or clearly link it into the planning of future activities. As a result, the environment and activities may not always be planned effectively to support or challenge all children to progress as much as they can. The manager is aware that the group has not yet devised a clear system to assist them in tracking children's progression in skills towards the

early learning goals, although plans are in place to address this.

Children stay healthy because they are provided with freshly prepared hot lunches and teas, which are nutritious, varied and well balanced. The nursery also operates a rolling snack bar, enabling children to decide when they want to sit down for a drink and something to eat. Children show a firm understanding of good hygiene procedures and are well protected as all staff have attended paediatric first aid training. Arrangements to minimise cross infection and ensure good standards of hygiene indoors are good. Staff are vigilant in observing the whereabouts of children and position themselves appropriately to ensure all children are well supervised. Regular fire drills are held and records are kept of these. All children show a strong sense of security and feel safe within the setting. They are considerate and thoughtful in their play and confidently share their resources. Staff are good role-models and model calm and polite behaviour. Staff are generally providing children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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