

Orchard House Nursery

Inspection report for early years provision

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Inspector

Carol Johnson

Setting address

Orchard Street, Tamworth, Staffordshire, B79 7RE

Telephone number

01827 67888

Email

orchard_house.nursery@tesco.net

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Orchard House Nursery is run by private ownership. It opened in 2004 and operates from a converted single storey coach house building centrally located in Tamworth, Staffordshire. The setting is open Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. It is closed on bank holidays. All children share access to a secure outdoor play area.

A maximum of 40 children may attend the nursery at any one time. There are currently 65 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

The nursery employs 12 childcare staff, including the manager. All hold appropriate early years qualifications. The nursery also employs a cook and an administrator and a supernumerary. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and all aspects of their welfare are promoted well. They are interested and motivated to learn and benefit from inclusive attitudes and the good variety of interesting and stimulating experiences that are available to them. Good partnership working is evident and on the whole, information is exchanged effectively between staff and parents. The nursery demonstrates a strong capacity for improvement and adopts a range of methods to successfully monitor practice and help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- provide more materials and opportunities for children to read and write for a purpose and create a number and word rich environment in the role play area
- provide more opportunities for parents to review their child's progress and to contribute to their child's learning and development records

The effectiveness of leadership and management of the early years provision

Children's safety is afforded a high priority. Security is excellent and staff visually check the premises and equipment on a daily basis. Comprehensive risk assessment records are maintained and a good range of safety precautions are in place to help protect children. Staff are well aware of their individual and collective roles and responsibilities with regards to safeguarding children and all staff have received some training in this respect. Written policies and procedures accurately reflect everyday practice and these are shared with staff and parents. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who actively strive to make the environment attractive and welcoming to all. Regular communication between staff and the management team means that good practice and the desire to make the setting the best that they can is actively encouraged and shared. Staff are well-qualified and show a strong desire and commitment towards their personal and professional development. Reflective practice is ongoing at all levels and the setting shows a good capacity for improvement. Recommendations raised at the setting's last inspection have been fully addressed and result in improved outcomes for children.

Children are flourishing in the warm and welcoming environment provided by the nursery. They enjoy easy access to a variety of good quality resources and have sufficient space to play and rest. Staff are aware of the value of working alongside parents and other professionals and have forged effective partnerships. Parents receive plenty of good quality information about the nursery and their children. For example, they receive regular newsletters and can view the array of information attractively displayed on notice boards throughout the nursery. Parents are invited to express their views and they comment very positively on many aspects of the nursery. For example, they comment on the warm and friendly attitude of the staff and how happy their children are at the setting.

Inclusive practice is evident and staff work hard to ensure that children's individual needs are known and met. Good systems are in place to support children who speak English as an additional language and staff carefully consider the needs of individual children when planning and implementing activities. Staff have attended a range of relevant training courses and effectively utilise available support mechanisms. Positive images of diversity are evident throughout the nursery and these help children to form a positive self-image and gain an understanding of the wider community.

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

Children are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff thoughtfully plan experiences based on their individual needs and interests. Staff observe children on a regular basis and use what they see and know to assess each child's progress and plan for the next steps in their learning. Individual learning and development records are maintained for each child and these are used to build up a picture of their progress and time at the nursery. However, children's learning potential is somewhat reduced because parents do not view these records on a regular basis. Also, strategies to encourage parents to contribute to them have not been fully explored.

Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting is threaded through most activities and there are lots of quality resources that help children match, sort and recognise shapes. Children explore and investigate through sand, water and a range of creative experiences and they enjoy easy access to resources that teach them about technology and how it is used. Children's independence is fostered as a variety of resources are stored in ways that they can easily access. For example, some toys are stored in low-level storage units and within toy boxes on the floor. Picture cards are used with children that are not able to vocalise their opinions with regards to their choices.

Children are provided with a variety of experiences that excite and interest them and an atmosphere that is warm and welcoming. Resources positively reflect children's cultural and linguistic identity and staff help children to learn about the wider world in meaningful ways. For example, children have recently learned about the Chinese New Year through food tasting, role play and craft activities. They go on frequent walks in the local neighbourhood and the library bus visits the setting on a regular basis. Children are self-assured and older children happily chat to staff about things that are of interest to them. Staff introduce new words and engage the children by asking open-ended questions. However, children's learning is impeded because opportunities to help children see how words and numbers are used in everyday life are sometimes missed. For example, during the inspection one of the role play areas was set up as a home and staff had not thought to include such items as calendars, notepads, magazines and writing implements into this area.

Children adopt healthy practices and show that they are developing a secure understanding of how to live a health life-style. They wash their hands regularly, eat healthily and enjoy a wide range of physical activities that encourage healthy living and strong physical development. Meals and snacks include healthy options and drinks are readily available. Children have grown a variety of produce and are learning about where some food comes from and what plants need to grow and thrive. Children are learning to behave appropriately because staff provide them with positive role models and encourage good manners and care and consideration for others. Children are at ease with staff and this demonstrates how they feel safe

and secure in the nursery. They happily go to them for comfort, reassurance and support. 'People who help us' topics encourage children to know who to turn to if they are feeling unsafe and road safety is taught on outings and reinforced through discussion, reading stories and role play.

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met