

Little Orchard Day Nursery

Inspection report for early years provision

Unique reference number EY347403
Inspection date 18/04/2011
Inspector Judith Reed

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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*.

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

Little Orchard Day Nursery is run by an organisation called Solent Children's Centre Limited. It registered in 2007 and operates from the ground floor in a converted building on the outskirts of Lymington, in Hampshire. Children play on the ground floor and have access to toilets in this area. Some children sleep upstairs. All children share access to secure outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend the nursery at any one time. There are currently 89 children aged from birth to under five years on roll. The nursery currently supports children who speak English as an additional language, as well as those who have special educational needs and/or disabilities. The nursery employs 17 members of staff including administration and catering support staff. The majority of the staff working with children have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the nursery. Most documentation and record keeping is in place to ensure children's ongoing development. Children enjoy home-cooked food, although snacks are not always of suitable nutritious value. The owner, parents and staff team are involved in the self-evaluation process and strive for ongoing development. Equality and diversity are appropriately promoted.

What steps need to be taken to improve provision further?

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

- link planning to the Early Years Foundation Stage and the six areas of learning to enable staff to evaluate children's learning and development
- provide healthy, balanced and nutritious snacks for children according to current guidelines
- match all observations in children's developmental records to the six areas of learning and the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have up to date training in safeguarding issues and are aware of the procedures to follow if they have any concerns. Security within the nursery is a priority and adults gain entry by a finger print recognition

system, number code, or by ringing a doorbell. Parents are warned not to allow other adults entry to the nursery. Parents sign their children in and out of the premises. The garden is securely fenced and all gates are bolted. The owner and senior staff ensure ratios are maintained at all times. All staff have completed the necessary suitability checks and appropriate recruitment procedures are followed. Risk assessments are in place and daily checklists are used to further ensure children's safety. Parents complete all necessary documentation to ensure children's safety and well-being. Staff have excellent relationships with parents and, as a result, children are happy, settled, safe and secure in a setting where the key people meet their individual needs. Parents complete regular questionnaires and report that they 'Couldn't wish for a nicer place to send my child'. Parents feel staff are very professional, approachable and friendly. They can relax and chat to staff at the beginning and end of the day. Staff provide informative daily diaries for the younger children stating their sleep times, food consumed, activities and nappy changes. Parents are encouraged to attend key person surgeries as well as social events. They are exceptionally happy with the care, fun and education provided by the nursery. Children with special educational needs and/or disabilities are very well supported by the nursery as staff link with therapists to ensure ongoing development. They work with the area inclusion coordinator, as well as portage services. The owner and staff also attend cluster meetings with local schools and early years providers. They build relationships with other settings which children attend to help provide consistency.

The owner and senior staff are reflective and carry out self-evaluation of the nursery provision. This helps to set targets for ongoing development and improvements. Staff are committed to improving their service through continuous professional development. Staff work well as a team and support one another. Appraisals are carried out regularly and individual training plans are in place to ensure staff's knowledge is up to date. The nursery is well planned and resources are stimulating and effectively organised to meet the needs of the children. The children are divided into three age groups and have their own rooms which are furnished with appropriate equipment, for example, the babies have soft cushions and rugs. High and low chairs are available and small cots are used in the nearby sleep room. Babies may access the outside, undercover play space and keep safe within a protected area. Toddlers have more space and there are separate areas for messy play activities. A low-level sink is available for hand washing within the playroom. Toilet and changing facilities are next door and the outside areas are easily accessed when required. Sleep facilities are upstairs. The pre-school children enjoy free flow activities to outside. Toilet and hand washing facilities are available within the playroom. A well-planned and resourced outside play area is provided and children enjoy climbing, balancing and riding tricycles. They take part in digging and planting activities and gain knowledge and understanding of the world. All children are encouraged to be inquisitive and independent learners allowing them to gain confidence and a positive sense of themselves. Staff make sure that children are provided with a wide selection of anti-discriminatory and anti-bias play materials, resources and learning styles. Posters, books and toys reflect diversity. Families with English as an additional language are supported and staff display welcome words in the entrance hall. They ask parents for words in the children's first language that may be commonly used. They also use facial expressions and gestures alongside simple Makaton, picture and word graphics throughout the

nursery to aid and support communication.

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

Children enjoy their time at nursery and are familiar with their own key people. They progress well and receive good support from all staff. The practitioners get to know the children and ascertain their starting points for their learning journey through forms completed by parents, as well as through conversation. Staff ensure a continuous provision of activities, linked to the six areas of learning, is available for the children who make choices and move around the play areas inside and outside, as they wish. Current weekly planning is linked to equipment rather than the six areas of learning. Plans are evaluated by the staff to ensure children learning and development. Key workers make regular observations of children's development and include these in their individual learning journey records. Although staff have sound knowledge of the early learning goals and the six areas of learning, these are not always included in the observation records. Parents regularly view their children's records and value discussing their children's development with their key people during meetings. Children are confident with staff and around the nursery. They ask questions, are gaining independent skills and their self-esteem is high. For example, children use the easily accessible toilets independently as they need. They are very familiar with appropriate hand washing and drying routines. They know where sun hats are stored and how to put on their shoes. Some children ask for support to fasten their shoes before playing outside. Children's personal, social and emotional development is excellent. They make friends, learn to share and play in small groups. Children also answer to a register in the Saplings room. Staff listen to and respect what children say and do, which builds children's confidence and self-esteem. Children feel safe as they learn how to behave appropriately during regular fire drills. To further promote keeping safe the nursery invites the fire brigade, ambulance service and a dentist into the nursery to talk about their jobs. Children are regularly reminded about general safety within the nursery including wet floor signs, closing doors, and keeping fire exits clear.

Children are healthy as they employ effective hygiene procedures within the nursery. Staff follow clear guidelines when changing nappies and wear gloves and aprons. They carefully dispose of the nappy and clean the changing mat after every use. The nursery is well organised and children's health and welfare are effectively underpinned because required policies, procedures and records are in place. Children relish the healthy meals prepared by the nursery cook. A carefully planned menu of lunches and evening meals is prepared to ensure a balanced diet and variety for the children. Snacks currently include homemade biscuits and cakes every day and these are not of suitable nutritious value according to guidance. Fresh fruit and vegetables are also available alongside the sweet treats. Staff talk to children about the importance of eating and drinking, alongside the importance of exercise for the development of their bodies. At mealtimes some children are encouraged to serve themselves. Staff work alongside parents throughout their child's weaning process and are well aware of the texture of food required by

younger children. Children are involved in growing vegetables and fruit in the nursery vegetable plot. This encourages them to try new varieties of food that they have helped to grow.

An effective behaviour management policy is in place and staff complete training in this area. Staff employ positive behaviour management strategies and praise and encourage the children. They work closely with parents regarding behaviour management issues and share strategies. Children have a positive attitude towards learning and participation through the free choice of activities, as well as the different areas of the nursery available. They help to tidy away the toys when necessary. Good manners are promoted and staff act as positive role models. Children develop competent skills for the future as they apply their knowledge in communication, literacy and numeracy in preparation for transition to school. Communication skills are particularly well supported as staff talk to the children and ask them questions. Children are invited to write their names on their work and recognise their own names on cards, when finding a place around the lunch table. Some staff use sign language, alongside speech, to further support communication for all children. Staff introduce incidental opportunities for counting when asking children to take 'Three big steps'. Children also gain understanding of quantity by weighing ingredients during cooking activities and are familiar with mathematical terms such as more than, and less than.

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

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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