

Orchard Day Nursery

Inspection report for early years provision

Unique reference number	130705
Inspection date	12/07/2011
Inspector	Stacey Sangster

Setting address	Queens Park Road, Brighton, East Sussex, BN2 0GL
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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

The Orchard Day Nursery was first registered in 1991 and is located in a converted church building in the Queens Park area of Brighton. Children have separate play and learning areas, depending on their ages and there is also an enclosed outdoor play area. The nursery is open from 8am to 6pm for 51 weeks of the year. During term-time, a breakfast club and after school club is provided for children.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 64 children under eight years. There are currently 104 children on roll. The setting is in receipt of funding for the provision of early years education for children aged 3 and 4 years. The setting cares for children with special educational needs and/or disabilities and also for children with English as an additional language. There is a staff team of 19, of whom, 18 work directly with the children. The setting occasionally supports childcare student placements. The setting occasionally support childcare student placements. Of the 18 child care staff 16 have appropriate early years and play-work qualifications and one is working towards a qualification. All staff are first aid trained and one holds a food hygiene certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are supported well to make good progress and reach their full potential in all six areas of learning. The atmosphere in the setting is warm and friendly. Staff work well together and support each child's individual needs. The systems for reflecting on what they do and identifying how to improve on this are effective. The capacity for continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- improve the assessment to reflect how well children are making progress and include what parents know that their children can do
- extend the two-way flow of information with parents to include more targeted support for learning in the home and the sharing of good practices which support children's general welfare, specifically the use of dummies
- improve the organisation of documents to ensure the continued safe and efficient management of the setting.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. They benefit from the robust recruitment procedures which ensure that only suitable adults work with them. Risk assessments are documented in line with requirements and most hazards are minimised effectively. The setting successfully provides an inclusive environment where all children and their families are welcomed. Support is available to children with special educational needs and/or disabilities and those with English as an additional language. The arrangements to identify gaps in children's skills as they emerge are in place, but are weakened by the lack of continual assessment. Currently children's progress is tracked and assessed periodically. When a key worker becomes aware of gaps, targeted support is offered and this helps children to make progress, evenly across all six areas of learning.

A clear and well established partnership exists with parents in relation to children's care needs and an emerging partnership is developing in relation to education. Prior to children being cared for, minimal information is gathered from parents in relation to where their children are in their learning, compared to a significant amount of information shared by parents about their child's welfare needs. The system for collecting information from parents about their child's home learning is variable in its effectiveness and not all parents engage with the current system. Parents are keen to express how happy they are with the care and support offered to their children. Relationships between parents and staff are very positive and care is taken by staff to follow parental wishes as far as possible, this includes facilitating the frequent use of dummies by children over the age of two, which staff understand is contra to best practice. Staff are unclear about the level of guidance they can provide to parents in relation to this and as a result the management of these arrangements are not always consistent. . The setting has established some good working partnerships with other professionals and work closely with a number of local health and welfare agencies. A variety of systems have been tried to establish partnerships where a child attends more than one setting. To date these have not been effective. The use of outside teaching specialists who provide sessions in music, dancing, yoga and French, are enjoyed by the children on a regular basis and add variety to their weekly activities. The setting has a wide range of toys and equipment which support children's education and development. These are well organised and can be accessed by children with ease, allowing them to make choices about what they play with. Staff are skilled at using the resources to offer stimulating and challenging learning through play, enabling children to gain new skills as well as building on what they can already do.

Staff are well qualified and demonstrate a commitment to furthering their professional development by attending regular training. The management provide a range of written policies and procedures which guide the staff and inform the parents. These cover a wide range of subjects and are updated regularly, however not all out-of-date documents are removed. This weakens the impact of producing the updated version. The staff and management regularly reflect on their practice and identify, with accuracy, the strengths and weaknesses of the setting. Weaknesses are minor and the priorities for improvement are appropriately targeted at the aspects which will have the most positive impact on the children.

The staff team are very well established with most having worked in the setting for many years. They demonstrate a commitment to continual improvement and successfully build on their strengths.

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

Children are secure and develop a sense of belonging to the setting. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. One child looking at a story of a polar bear announces, with confidence, that it's dangerous to go near the water for children and that you must keep away from the edge. Children have a good understanding of the hygiene routines within the setting and can explain the reasons for them correctly. They use antibacterial gel before eating and chat to each other about killing the germs as they do so. Children have a good awareness of healthy eating and enjoy new foods when they taste a wide range of dishes as part of topics about different countries, cultures and festivals. All children enjoy playing outside and engage frequently in energetic physical play. This supports their future health and encourages them to see exercise as a routine part of their day. Children clearly enjoy their time in this setting. They are engaged throughout the session in busy and purposeful play and laugh and smile often. Babies show that they feel secure as they put their arms out to their key worker and snuggle into their arms for a cuddle. All ages respond happily to adult interaction and approach adults without hesitation. Most children make good progress in all six areas of learning. Children's behaviour in this setting is positive and some children show early signs of being able to negotiate and settle minor disputes between themselves and without the need for adult intervention. Children are developing positive attitudes about their similarities and differences. As they get older and move through the setting, they increasingly enjoy being given responsibility for small tasks such as tidying away and laying the tables for lunch. Children are inquisitive learners, keen to explore and investigate, try new things and ask questions. They are well prepared for future learning.

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