

The Orchard Day Nursery

Inspection report for early years provision

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Inspection date	27/09/2011
Inspector	Alison Putnar
Setting address	25 Nether Street, Beeston, Nottingham, Nottinghamshire, NG9 2AT
Telephone number	0115 9227 955
Email	
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 opened in 1996. It is privately owned and operates from a converted and extended detached house close to the centre of Beeston, Nottingham. Children are accommodated in five areas according to age and stage of development. The pre-school children have use of a large room on the first floor with their own bathroom facilities. The extended ground floor offers a large playroom for children under three years of age, a room for toddlers, and two areas for babies. There are secure outdoor play areas, and a smaller enclosed outdoor area where the younger children can play. The nursery serves the local community and wider areas.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 90 children at any one time. There are currently 137 children on roll aged between six months and eight years. The nursery supports children who speak English as an additional language.

The nursery opens Monday to Friday from 7.45am to 5.45pm throughout the year, except for Bank Holidays and one week at Christmas. Most of the children who attend are under five years of age, but the nursery does offer a limited number of places to older children before or after school and during school holidays.

There are 29 staff who work with the children, and a chef. Of these, 28 hold relevant childcare qualifications and two staff are qualified early years teachers. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic and dedicated staff team work exceeding well together to create an environment where individuals are respected and valued. Children's welfare is a top priority and they are protected through highly secure practices. Children's care and learning needs are met effectively as the setting works very closely with parents and relevant professionals. Robust systems to evaluate and improve practice are in place and result in a continually improving setting. The physical environment and resources are exceedingly well maintained and used creatively to provide a varied range of practical play activities that help children learn while they play and explore. As a result, children make rapid progress in relation to their starting points.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing with methods of self-evaluation and reflective practice to maintain and build upon the excellent standards already achieved.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are exceptionally well maintained in the setting. Staff fully understand their responsibilities to safeguard children. Robust recruitment and vetting systems ensure that staff are suitable to be working with children and hold appropriate qualifications. There is a commendable commitment to ongoing training, with many staff working towards higher qualifications. This has a very positive effect on the level of care and teaching in the setting. Risk assessments are conducted to minimise the likelihood of accidents, and staff supervise children consistently. More experienced staff seize every opportunity to use sensitive discussions and guidance to help children consider safety issues for themselves. The staff group, led by a dedicated management team, demonstrate a secure understanding of excellent childcare practices and use their years of experience to create a meticulously well-maintained environment where children feel safe and secure, enabling them to explore and learn.

The staff team demonstrate an excellent attitude to supporting children's progress. The highly effective key worker system ensures that young ones quickly bond with staff caring for them. Adults ensure that all children are fully included in the setting, using knowledge to plan interesting activities that support them to make rapid progress in development. Staff show genuine interest in the children, taking time to listen and respond to them. Effective methods for supporting children at an early stage of speaking or those learning English as an additional language are established. Visual signs, symbols, real life images and the use of simple sign language are used to aid communication. These methods, along with the high adult-to-child ratios, ensure that all children receive the attention they require.

Excellent partnership working takes place to ensure every child receives high levels of support at an early stage. Strong links are created with the local schools, promoting continuity in children's learning experiences and aiding a smooth transition as children move on in their education. The setting provides effectively for those attending after school, providing activities both indoors and out that complement the structure of the school day. The setting values parents' involvement. They are kept very well informed about their children's progress and events through daily discussions, planned parents evenings and displays of children's work and achievements. The setting actively seeks parents' feedback as a tool to review practice and bring about any necessary changes to ensure they continue to cater for everyone's needs. Parents talked very positively about the setting during the inspection, commenting that staff are approachable, enabling them to discuss any issues, that staff have an accurate understanding of their children's progress and, most importantly, that they 'trust' the staff team.

The highly motivated and well-qualified staff group are fully committed to making ongoing improvements. The redeveloped outdoor play provision provides increasing challenges and learning opportunities for all, recognising that some

children learn better outdoors. Staff are fully involved in the continuous review of how well the provision meets children's needs, through discussions at team meetings and implementing action plans drawn up by managers. Individuals enthusiastically share ideas for further improvements, such as a review of the menus or ideas to further enhance the outdoor play area for less mobile babies. This positive attitude to improvement ensures that recommendations from the last inspection have been fully addressed. Staff regularly discuss new initiatives and seek and act upon guidance from local advisory professionals and other colleagues. These praiseworthy systems, including visits to other settings to gain new ideas, ensure a continually improving setting.

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

Staff keep up-to-date with children's interests. This information is used efficiently to plan relevant activities to extend their learning. In the setting, children make impressive progress in their personal, social and emotional development as an effective foundation for future learning. All children are encouraged to make choices in play, keeping them active and interested and ensuring they enjoy their play. Older ones can independently access resources from labelled boxes, while young ones are encouraged to choose using photograph books, enabling them to point to toys they would like to play with. Those new to the group settle very quickly through the support and comfort provided by staff. Individual support, encouragement and praise are given as children persevere or attempt new skills, such as writing the letters of their name, attempting to speak in English, or pulling to stand in the baby room. Staff demonstrate excellent role models for behaviour and children respond happily to reminders of the 'golden rules'. They show care and consideration for others, for example, a child independently supports a friend to get dressed in the racing drivers outfit, and older ones recall they shouldn't run indoors as the babies are sleeping downstairs. Methods for managing behaviour are highly successful in helping children to keep themselves safe. Older ones respect the need to act sensibly on the stairs and hold the rail, taking their time to carefully descend.

The outdoor area has been created to offer a vibrant, exciting, challenging environment where children enjoy innovative opportunities to learn through their play and experiences. The area is very well used in all weathers and offers activities to support all areas of learning, helping children develop skills for the future. Here they explore features of the natural world and develop knowledge of mathematical concepts as they collect and count conkers that have fallen from the trees. They develop physical skills as they climb the climbing frame, balance on stepping stones and manoeuvre wheeled toys. They develop knowledge and understanding of the world as they plant, grow and taste tomatoes or care for the nursery pets. Children dig for insects with enthusiasm in the digging area or explore textures as they climb into the large sand pit. They develop their imagination and demonstrate secure language skills as they play. Some of the younger children are able to choose when to play indoors and outdoors, fostering their enjoyment, while non-mobile babies benefit from opportunities to sleep in the fresh air with parents' consent. Staff's vigilance of children's safety at these times

is excellent. The frequent outdoor activities effectively encourage children to develop an awareness of keeping healthy through exercise and fresh air. Healthy snacks and nutritious, home-cooked meals are provided, with water available at all times. Personal hygiene is regularly instilled, and children describe why they need to wash their hands before snacks. Older ones serve themselves at lunch and are supported to manage their own toileting skills, which also supports their confidence in their own abilities in preparation for school.

Children equally achieve and enjoy during their indoor play. All children explore creative skills and develop control needed for future writing when using a wide range of materials and tools. Young ones make marks in paint or shallow sand trays, while older ones use scissors, pens, crayons and glue sticks to create and model. Children feel a sense of belonging through effective systems in the setting. They all have individual pegs labelled with pictures and written names, also supporting early reading skills. They see photographs of themselves and their artwork is displayed attractively, evidencing that staff genuinely value the children's contributions. Cosy areas are created in the well-equipped rooms to enable children to rest and relax quietly while looking at books, playing with puppets and soft toys or chatting with a friend. The setting recognises the importance of promoting children's awareness of diversity throughout its work. Consequently, children's knowledge and understanding of the world is well supported because differences are recognised and valued. Significant events are celebrated, for example, children took part in a big party for the Royal Wedding, and staff talk to them about their own and other cultures. Opportunities for children to enjoy visits out in the local area enable them to explore their community and their place within it.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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