

# The Orchard Garden Private Day Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY103452
<b>Inspection date</b>	09/03/2012
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<b>Setting address</b>	Haig House, 87 Green Lane, Derby, Derbyshire, DE1 1RX
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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 Garden Private Day Nursery Ltd was registered in 2002. It operates from a converted three-storey house in Derby City. The ground and first floor levels accommodate the nursery rooms. The basement room has been converted to accommodate the out of school club provision. The nursery serves the local community and surrounding areas and has strong links with three local schools. The nursery is accessible to all children and there is a fully enclosed secure area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.15pm. Children are able to attend for a variety of sessions. A maximum of 107 children under eight years may attend the nursery at any one time, 50 of whom may be on the Early Years Register, of these no more than 36 may be under two years. There are currently 97 children on roll who are within the Early Years Foundation Stage, of these 29 children receive funding for early years education. The nursery also offers care to children aged over five to 11 years. 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 with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 members of child care staff and of these, 15 hold appropriate early years qualifications. Two members of staff are working towards a level 3 qualification. Two members of staff hold a degree in early childhood and educational studies, one of which holds the Early Years Professional Status. Another member of staff is due to complete in early childhood studies degree and is also undertaking the Early Years Professional status. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a stimulating and varied range of play and learning experiences, which generally take account of their individual backgrounds and home language. Observation and assessment information is used effectively to monitor and support each child's continuing progress. Partnerships with parents, carers and other childcare and health professionals are very strong and supportive, enabling consistent and complementary care for all children. Adults are highly committed to professional development to enhance their knowledge and skills. The views of children, staff and parents are valued and used to drive forward improvements, leading to successful self-evaluation. As a result, children feel happy and settled within this well-organised and inclusive setting.

## What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop and use their home language in their play and learning.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded because robust procedures exist to protect them from harm and neglect. Adults are clear about the safeguarding policy and procedures and closely supervise children at all times. Risk assessments are thorough, ensuring children's safe care within the premises and on outings. Fire evacuation plans are carefully considered from each level of the building and children are involved in a regular practise drill. This ensures that they respond promptly in the event of an emergency occurring. All of the required, records, policies and consent information are in place to ensure that children receive safe and individualised care. Adults plan practical and meaningful activities and projects which help all children develop a positive attitude and an active approach toward equality and diversity. They know the children very well and pay high regard toward their individual needs.

Successful self-evaluation systems help the provider to identify what works well and to highlight key areas for improvement. This results in continual developments to the organisation of the setting, particularly outdoors. Recommendations from the previous inspection have been successfully addressed leading to improved care and learning opportunities for babies and young children. For example, children's individual needs are met through effective staff deployment. Babies and young children sleep according to their individual needs and routines, promoting their healthy growth and development. Meaningful activities and projects and displayed posters around the setting, include positive images of people with disabilities and from diverse backgrounds and ethnicity. This helps children to develop a secure awareness of the wider world. Children's progress reports clearly show their starting points in learning as they enter the Early Years Foundation Stage, supported by effective observation and assessment of their ongoing progress. Carefully planned activities provide improved opportunities for children to learn about calculation through everyday routines.

Continuous professional development is seen as a valuable resource to enhance staff skills and knowledge, many of whom are undertaking advanced training to degree level. This demonstrates high levels of commitment to improving the standards of care and education for children within the provision. Rooms and resources are bright and welcoming and adults create a calm and relaxed atmosphere, offering children a comfortable and reassuring environment in which they can settle and feel happy. Children choose freely from a wide range of toys and equipment, which are easily accessible to them and which stimulate their interest in creative and imaginative play. They enjoy regular opportunities for outdoor play throughout the day, benefiting from regular fresh air and exercise.

Partnerships between the setting, parents, carers and varied childcare

professionals are very strong and supportive, leading to positive outcomes for all children. As a result, children with identified needs receive appropriate support at an early stage. Relevant information is shared between other carers and settings so that children receive complementary care and education. Parents are fully informed about all aspects of the provision and the meaning and purpose of the educational programmes, enabling them to take a full and active part in their child's development and progress. The comments and views of parents and carers are highly regarded and positive steps are taken to resolve any issues or concerns raised. Consequently, parents state that they are completely satisfied with the service provided.

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

Children make good progress toward the early learning goals. They are actively engaged in a broad range of stimulating play and learning experiences, which provide good levels of challenge across most areas of learning. Adults use observation and assessment information effectively to plan meaningful activities, which take into account children's interests and which support most of their needs. For example, children settle quickly and separate happily from their parents, following a carefully thought-out and relaxed induction process. This helps them to develop strong bonds with their key worker and familiar adults, developing their trust and confidence within a secure and loving environment. Good arrangements exist to share information from the onset and when children are ready to transfer to other rooms and settings. This provides a clear picture of children's learning styles, comfort needs and capabilities. However, opportunities to support and enhance children's communication in their home language are not fully developed to their best potential. This limits their learning in some areas. Despite this, adults create a positive and welcoming atmosphere where children feel confident to express their thoughts and feelings through discussion, facial expressions and body gestures. Consequently, babies respond with bright smiles and 'babble' when in close contact with adults and other children. They show interest and excitement to what they see and hear through musical instrument play, developing strong sensory awareness. Younger children repeat words and sounds they recognise, calling out excitedly as they vocalise animal sounds and favourite character names during story time. Well-organised 'circle time' provides good opportunities for older children to talk about what they have enjoyed doing each day. They reflect on their favourite games and friends and enthusiastically describe how to win a game of noughts and crosses. Adults use open-ended questions to help children think and make considered choices and decisions. As a result, children choose to use their voices and other instruments, to make a variety of musical sounds. Children recall past events, recognising sounds they used previously to make 'jingle bells' for a Christmas song. They listen carefully, identifying quiet and loud sounds that represent the rain and different farm animals. They learn how to take turns and share as the instruments are passed around the group.

Adults help children to resolve issues in a positive and re-assuring manner, offering sensitive support if they become upset or feel angry. Children's confidence and

self-esteem is raised further through positive interactions. They are invited to write down their thoughts and ideas on the planning board, receiving lots of praise for their 'lovely writing'. They can easily access art, craft and drawing materials, enabling them to make marks and patterns and express their creativity in many ways. For example, older children smile proudly as they explain clearly how to put paint on their hand and spread it onto the 'paper' or 'table' to make a pattern. Babies and young children show curiosity and interest in their surroundings, observing the changing lights and colours from the movement of attractive mobiles. Older children are encouraged to investigate, explore and find out how things work as they dig in the sand, play in the water and use simple technology equipment in their everyday play. Children are physically active indoors and outside. They enjoy games that encourage their coordinated body movements and use equipment that promotes their healthy growth and development from an early age. Children develop independence managing own routines for personal hygiene, such as, hand washing before meals.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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