

Orchard School Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

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

Orchard School is an independent school for children from two to 16 years of age. The main school operates from South Leverton and the provision for the pre-school children is provided in its nursery building, five miles away in Retford, Nottinghamshire. The property is an adapted Victorian house with a rear garden for outdoor play. The nursery has been running for over thirty years and registered to provide care for 12 two-year-olds in 2007. These children are based in one room on the ground floor. They have their meals with the rest of the nursery children in the dining room on the first floor. Children attending mainly come from Retford and the surrounding villages.

The nursery is registered on the Early Years Register. A maximum of 12 children aged two years may attend at any one time. The nursery is participating in the Government pilot scheme which provides free funded places for identified two-year-old children. It is open from 8.30am until 4pm each weekday during school term time. Children attend for a variety of sessions throughout the week. They are required to wear the official school uniform.

There are two members of staff employed to work with the two-year-old children, both of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a friendly and welcoming environment. Their welfare is effectively promoted, with a strong emphasis on promoting their safety and a healthy lifestyle. Each child accesses a suitable range of toys and activities which support their satisfactory progress in their learning and development. However, the organisation of daily routines and systems for planning and assessment are not fully effective in maximising learning opportunities. The friendly staff team establish effective relationships with parents and other professionals to support consistency and continuity for all children and a smooth transition between carers. A positive response to the recommendations raised at the last inspection has contributed to improvements across the provision, and self-evaluation systems are in place to continue to support this.

What steps need to be taken to improve provision further?

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

- make more effective use of observations of children's preferences and abilities to inform planning so that activities are enjoyable and challenging and tailored to meet children's individual needs
- review the organisation of daily routines so that children receive appropriate levels of support, particularly during outdoor play times. and also to ensure

that there is an appropriate balance of adult-led and child-initiated activities, both indoors and outdoors

- improve the arrangements for observation and assessment in order to effectively monitor children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

There are secure systems in place to safeguard children and promote their welfare, with all required documentation, policies and procedures in place to support this. Staff have a clear understanding of their responsibilities relating to child protection, and the designated person has attended relevant training. Clear recruitment and vetting procedures help to ensure the suitability of staff, who undertake daily safety checks to ensure that the environment and equipment are safe for children's use. The requirements regarding staff ratios and qualifications are met, although the organisation of daily routines do not always ensure that children receive the best levels of support, particularly during outdoor play sessions. Regular use is made of the outdoor area for fresh air and physical play. A suitable range of toys and resources are available indoors with ample space for children to move between them.

The setting's procedures relating to equality and diversity help to ensure that all children and families are valued and respected in line with their individual beliefs and backgrounds. Staff have warm relationships with parents. They gather a good level of information from them at the outset to support children to settle in and to establish clear starting points for learning. Parents are kept well informed of their children's activities and achievements through ongoing verbal exchanges and the daily diary. They are actively encouraged to share information about children's progress at termly parents evenings and during open mornings. They are encouraged to contribute to the ongoing activities of the setting through participation at parent/teacher association meetings and events. Staff have developed effective relationships with other providers where the care of children is shared, which supports consistency and continuity.

The manager is committed to the ongoing development of the setting. She regularly attends training in order to build upon her existing skills and knowledge, and responds positively to advice and guidance offered. There has been a positive response to recommendations made at the last inspection, improving children's safety, the information for parents and provision for the children. Staff have contributed to the self-evaluation process and demonstrate a sound understanding of the progress made and current strengths, and have identified some areas which would benefit from further development. This will help to support the continuous improvement in the outcomes for children.

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

Children make steady progress in their learning and development. Staff create a bright and welcoming learning environment with a suitable selection of toys that children can freely access. They provide good levels of interaction, encouraging children's speaking and listening skills through ongoing conversation and effective use of questioning. Children's independence is encouraged through daily routines, for example, they pour their own drinks at meal times and attempt to put on and remove outdoor clothing. Observation and assessment systems are in place. However, they are not used effectively to address any gaps in children's learning or identify their next steps. This means that adult-led activities, while providing general learning experiences for children, are not tailored to their individual needs and do not always provide purposeful or enjoyable learning experiences. During free-play times children sometimes engage in activities that are either not challenging enough or are too difficult. Additionally, daily routines are not effective in ensuring that there is an appropriate balance of adult-led and child-initiated activities, restricting opportunities for free exploration and investigation and to develop creativity.

Good hygiene practices within the provision help to minimise the risk of cross-infection. Children know to wash their hands before meals and to cover their mouths when coughing. They are provided with adequate quantities of food; parents have the choice of providing a packed lunch or for their child to have a hot meal. Healthy eating is promoted through the provision of a wide selection of fresh fruits at snack times, and children are actively encouraged to taste those on offer. Daily routines include three regular outdoor sessions, which means children have regular access to fresh air and engage in physical activity. Outdoor equipment, such as, bats and balls, skittles, hoops, bicycles, scooters and climbing equipment, provide opportunities for children to practice their large motor skills, balance and coordination.

Children are happy and settled in this safe, secure setting. They develop positive relationships with the warm and friendly staff team and confidently share their needs and views. They develop a good understanding of possible dangers and how to keep themselves safe through routines, such as taking care going up and down the steps to the outdoor area and regular practices of the emergency evacuation procedures. Staff are swift to address anything they observe to be a possible danger and give clear explanations as to the possible consequences so that children gain an understanding of these for themselves. Children are polite, well mannered and behave well. Through staff's high levels of support they learn to share and take turns. They begin to gain an awareness of diversity through the positive images of differences portrayed within the toys, books and posters, along with planned activities focusing on their individuality. Opportunities for children to explore toys and play materials to support the development of skills relating to information technology are also provided through planned activities. Overall, children are beginning to develop the skills and knowledge they will need in order to support 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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