

Orange Day Nursery

Inspection report for early years provision

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Inspector

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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

Orange Day Nursery is run by N8 Properties Ltd. It registered in 2007. The nursery operates from a three storey Victorian building. Children are accommodated across four main rooms, according to age. All the children share access to an outdoor play area, with a fenced off area for babies. It is situated in a residential street in Hornsey, in the London Borough of Haringey. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 73 children under the age of eight years all of whom may be in the early years age range; of these no more than 27 may be aged under two years. There are currently 64 children on roll in the early years age range. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and the nursery also supports children learning English as an additional language. The nursery employs 27 staff. Of these, 24 hold a suitable early years qualification and one member of staff is working towards a qualification. One member of staff is working towards Early Years Professional status. Two members of staff hold relevant early years degrees. The nursery employs a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery supports all its children to make good progress in their learning and development. There are effective links with wider partners and parents, with a good basis to further involve parents in their children's care and education. Overall, the leadership team demonstrate their ability to monitor, reflect on practice, and continually develop the provision, having made some good improvements since the previous inspection. Staff promote all children's welfare and safety well, and meet their needs effectively.

What steps need to be taken to improve provision further?

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

- consolidate across the nursery the use of assessment, both focused and spontaneous to inform future planning and ensure consistency for parents about children's learning
- extend the use of the quality improvement process to support on-going internal review that assesses what the setting offers against robust and challenging criteria.

The effectiveness of leadership and management of the early years provision

Keeping the children safe and promoting their welfare has a high priority. There are clear policies in place for the management of health and safety, which staff implement effectively. All staff undertake relevant training in safeguarding children, to keep their skills up to date. As a result, they know how to respond should they have concerns for a child's welfare. The leadership team follows safe recruitment practices, including Criminal Bureau Record checks, so staff are cleared as suitable to work with children. Staff are vigilant and conduct thorough risk assessment, including daily checks, to maintain a safe environment, indoors and out. All necessary records and documentation are in place and regularly reviewed. The nursery's cook provides a wide range of healthy meals and snacks. Menus take account of dietary needs and offer alternative choices. Safe and efficient management of the nursery helps the children's needs to be met well.

The staff team is a key strength of the nursery, with staff deployed well. Their backgrounds are diverse and they are aware of helping the children understand that people differ. They are well-qualified and enthusiastic, practitioners who effectively support the children to become active and independent learners. The children know the nursery routines well and are confident, safe and happy in their surroundings. Settling in and movement between rooms are part of a well-established system that links an individual staff member to particular children and families. As they move rooms, this key person system leads to the children continuing their strong sense of belonging, so learning is uninterrupted. Children make good progress in relation to their starting points, which are identified clearly when they join the nursery.

The nursery engages parents effectively. Regular newsletters, CCTV, a website, notices and a parents' forum are some of the useful ways in which the nursery regularly updates parents about its activities. Parents find it easy to talk to the staff or email the manager, as communication systems are well established; however, staff do not use these informal conversations fully in supporting the children's learning and development. Parents speak about how much they value their children's scrapbooks and records, showing their progress and daily nursery life. These records are not monitored sufficiently, however, to check for consistent use across the staff team.

The strength of the key person system helps staff know their children well. They value the children's individual backgrounds and make plans according to each child's requirements. There are good systems in place to identify children with additional needs. A member of staff is given specific time each week to develop expertise and leadership in this area. This system means that all staff learn how to provide children with the right support, including following specialist advice from other professionals. Effective links with local schools are in place, supporting the children as they move on to full time education.

The nursery updates its self-assessment system to focus on improving practice well overall. Improvements made have a beneficial impact in all areas of children's

welfare, learning and development. Its use helps the acting manager accurately identify the nursery's future areas for development, as evaluation is generally rigorous; however, some lesser areas requiring improvement are overlooked.

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

A warm and caring atmosphere is apparent throughout the nursery. The children's behaviour is good. They play well together, inside and out, sharing resources and taking turns. These harmonious relationships help the children make good progress in their learning. The staff are good role models; for example, they answer children's questions sensitively and speak clearly to the younger children, so aiding speech development. Story and rhyme times are interactive, with staff supporting the children and encouraging them to practise their language and join in. Staff encourage children to try their early writing. Older ones have good control of pencils and staff teach them how to write their names on their work. They use a lap top competently, practising skills that will be useful in their future lives. The younger children use a good range of suitable toys to realise that one action can affect another, so they also gain good early basic skills.

In all rooms, children enjoy learning by experimenting and exploring. Resources are mostly stored at the children's level, which means they make choices and decisions about what to do. Sand, water and various other materials are available; children happily use their senses to investigate textures. Staff encourage and support creativity well through activities such as painting, gluing, and sticking.

For each age range, staff plan together effectively to cover all required areas of learning. Staff observe children's play regularly. They make careful notes and share what they learn about children's achievements with their parents. Staff use this information well to plan what children need to learn next. They update the children's records and scrapbooks, with photographs and examples of the children's work, so everyone can see the progress made.

Access to the garden is timetabled; staff make sure all the children have regular daily opportunities to play together outdoors. The garden has many exciting opportunities, encouraging the children to be active and practise all their skills. There is a quieter fenced off area for the babies and youngest children, so they feel safe and secure. The younger toddlers enjoy pulling themselves up and moving along the low fence that separates their area, so practising moving and balancing by themselves. Children develop physical control as they use tools in the sand, or cycle round the path. They enjoy developing their ideas through imaginative play in the outdoor play house, using a variety of props. When outside, children are well aware of the importance of staying safe; for example, older ones explain the possible danger from a recently broken item of equipment and the process for mending it.

Children know and understand personal hygiene routines, such as the need to wash hands before eating their snacks. Parents are involved when new menus are

created each term. The children are encouraged to be as independent as possible as they eat and drink. The nursery works successfully with parents to ensure staff know and follow home routines for eating and rest. This means babies and younger toddlers are content and settled. All children go outside in the fresh air eagerly, as staff promote a strong ethos of outdoor play. Older children enjoy regular walks, including trips to the park and the library, which helps them learn about their immediate community and the wider world. Weekly cooking sessions feature in all rooms, too. Babies enjoy these sessions, making dough alongside the staff and showing their increasing confidence and skills.

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