

Orchard Day Nursery

Orchard Day Nursery, 29 Orchard Street, NEWCASTLE, Staffordshire, ST5 0BH

Inspection date	20/03/2013
Previous inspection date	12/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The friendly staff team create a welcoming environment where positive relationships are readily established with children and parents. This helps children to settle quickly and feel emotionally secure.
- Staff support children well and enhance their learning experiences by offering a variety of additional activities, such as French, swimming, dance and planned outings in the local community.
- Children's meals are freshly prepared, nutritious and include plenty of fresh fruit and vegetables. This contributes positively to children's good health and well-being.
- Partnerships with parents are successful, with effective measures in place to involve them in their children's learning. Consequently, staff work closely with parents to ensure children's individual needs are identified and addressed.

It is not yet outstanding because

- Detailed information is not consistently obtained about children's skills and abilities on entry to the nursery, in order to establish a precise starting point in their learning and to help inform initial planning.
- There is scope to extend staff's storytelling skills, so that they capture and sustain children's interest when reading story books.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all playrooms and the outside play area.
- The inspector spoke with the children and staff, and held meetings with the manager and the owner of the nursery.
The inspector checked children's assessment records, evidence of suitability and qualifications of staff, the nursery's self-evaluation form, and sampled a range of other records and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Full Report

Information about the setting

Orchard Day Nursery first opened in 1987, but re-registered in 2002 following a change of ownership. It serves the local area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Newcastle area of Staffordshire, and is individually owned. The nursery operates from a two-storey building, with steps leading to the main entrance. A temporary ramp to the ground floor is available on request. Pre-school children are accommodated on the first floor and there is no lift access. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager holds an appropriate early years qualification at level 5. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 56 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- expand the systems for gathering information from parents about children's starting points on entry to the nursery, to establish a more accurate picture of children's prior skills, knowledge and understanding
- build on storytelling skills, for example, by introducing the use of puppets and other props, to capture children's interest and further encourage them to listen and respond.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff understand how children learn and they successfully support children to develop the necessary skills to be ready for their next stage of learning, including school. They engage well with children and interventions are purposeful, which benefits children's learning. Children are provided with a broad range of learning experiences to help them make good progress. The educational programme is enhanced by the inclusion of additional activities, such as French lessons for pre-school children and music and dance for younger children.

The learning environment is well resourced. Toys and equipment are easily accessible to children because there is a good amount of low-level storage in each of the playrooms. Therefore, children make independent choices by self-selecting what they would like to play with.

Initial information gathered from parents mainly focuses on children's care needs and preferences, and there is less emphasis on finding out what children know and can do. This makes it difficult for staff to quickly establish a precise starting point in children's learning and to help plan for their individual learning needs. Nevertheless, staff consistently observe the children, effectively plan their next steps and carefully track their progress across all areas of learning. Consequently, children's development files show they are working well within the typical range of development expected for their age.

Regular phonics games enable pre-school children to enjoy learning about sounds and letters, which successfully promotes their communication and language skills. For example, children choose different cards and eagerly sound each letter, such as 'F' for frog. They carefully match different bugs to the cards, compare similarities and count the number of legs on the spider, which also promotes their mathematical skills. Children have good opportunities to explore sand and paint, build their own models and develop their imaginative skills as they access the role play areas. Younger children enjoy splashing in the water tray, as staff encourage them to repeat words and copy the different sounds that animals make.

Most of the children listen well to stories and enjoy the books being read to them, but younger children are not always fully engaged and some lose interest. This is because staff are not using any visual props, such as puppets, to further enhance children's enjoyment of books and fully sustain their interest. Children are active learners when they eagerly play outside, for instance, as they practise their balancing skills by walking slowly and carefully across the soft blocks. They competently use the climbing apparatus and show skill at aiming balls into the basketball net. Consequently, they develop good physical skills.

Staff identify and successfully support children with special educational needs and/or disabilities, and children who speak English as an additional language, helping them to make progress given their starting points and capabilities. For instance, they work with parents to seek additional support from other agencies when needed, and they learn and display simple words in children's home language. Staff establish close relationships with parents and successfully involve them in children's learning. For example, they discuss children's next steps and encourage parents to follow these at home. They also encourage parents to share their observations of the children at home and organise parents evenings to discuss children's ongoing progress.

The contribution of the early years provision to the well-being of children

Good quality care practices help children to form close attachments with the staff. Strong partnerships with parents also help to enhance children's emotional well-being and contribute to continuity of care. Children are settled, happy and enjoy their time at

nursery. This is because staff work closely with parents to get to know the children's care routines, interests and preferences. Children are well supported as they move between rooms because staff plan settling-in visits and complete transition sheets, which help staff to become familiar with and meet their needs.

Young children sleep comfortably on soft mats with cosy sheets and blankets. They develop their self-care skills and learn to become independent. For instance, staff encourage them to have a go at pouring their own drinks and reassure them that it doesn't matter if they spill it. Older children know they have to hold onto the handrail when using the stairs, in order to keep safe. Staff also read stories about safety and talk to children about dangers, which helps them to become aware of risks and how to manage them. Consistent and supportive approaches are used to deal with children's behaviour, therefore, children behave well. For example, children invite each other to play, which shows that they develop friendships with one another, and they remind each other that they have to share. Staff value children's efforts, praise children for being kind and use display boards to celebrate their achievements. Consequently, children behave well, play cooperatively and develop good levels of self-esteem.

Staff successfully promote children's good health and well-being. They help children to manage their own personal care, as they wash their hands and brush their teeth. They follow good hygiene routines, such as sanitising their hands after wiping a child's nose, which helps to reduce the spread of germs. Children enjoy a good variety of healthy, wholesome and freshly prepared meals, with fish pie and Irish stew being firm favourites. Staff remind children that eating their dinner will give them lots of energy to run around, which helps them to learn about the benefits of healthy eating. Children do not have direct access to the outdoor area for continuous indoor and outdoor play, but staff ensure that the daily routines incorporate regular access to fresh air and exercise at least three times a day. Children also have regular opportunities to swim, dance, visit indoor play areas and go for walks, which further benefits their health.

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

Management demonstrate a secure understanding of their responsibilities in meeting the legal requirements of the Early Years Foundation Stage. They implement effective security measures to keep children and staff safe. For example, closed circuit television cameras are in place in all playrooms and outside. Staff use a visual intercom system to check the identity of parents and visitors before they let them enter the nursery. In addition, parents and visitors are supervised at all times in the nursery, and visitors are required to sign the visitor's book. Management ensure all staff are trained in safeguarding issues, so that everyone has a clear understanding of how to recognise signs of abuse and how to report any concerns. Recruitment, vetting and induction procedures are robust, which ensures children are cared for by suitable adults. Staff performance is effectively managed through a planned programme of team meetings, supervision and annual appraisals.

Self-evaluation is thorough and management show enthusiasm and drive to implement improvements in the nursery. Children, parents and staff all have input into sharing their

views about the overall quality of the nursery. As a result, strengths are accurately identified, with a clear vision and plan of action to move the nursery forward. The manager works alongside staff to observe practice, offer ideas and encourage self-reflection. She reviews planning and children's assessments, which gives her an overview of the educational programmes and helps her to monitor children's progress. She is keen for staff to develop their skills by attending ongoing courses, and several staff members are due to undertake additional training to enhance their professional qualifications.

Partnerships with parents and other professionals are well established and contribute successfully to promoting children's care and learning. Staff work with portage workers to support children with special educational needs and/or disabilities, and invite teachers into nursery when children are ready to move to school. This helps to prepare children for school and promotes a smooth transition. The manager highlights that teachers have been impressed with children's confidence and abilities when they first start school. Parents also speak highly about the nursery, particularly about the friendly staff, their close relationships with the children and their commitment to moving children on. They say 'children are the centre of everything' and that staff 'go the extra mile to help'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY219783
Local authority	Staffordshire
Inspection number	907948
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	56
Name of provider	Linda Jean Belfield
Date of previous inspection	12/11/2008
Telephone number	01782 611574

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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