

Orchard Day Nursery and Nursery School

129 Derby Road, Chellaston, DERBY, DE73 5SB

Inspection date	16/04/2013
Previous inspection date	20/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children make strong attachments and relationships with the staff because of the good settling-in process at the nursery. As a result, they settle quickly into the nursery routine and become active learners.
- Staff promote physical development effectively. As a result, children are handling equipment efficiently and gaining good control and coordination of their bodies.
- Staff have established effective partnerships with parents and others, which make an efficient contribution to children's individual care, learning and development.

It is not yet good because

- Staff do not consistently expand children's communication and language skills. As a result, children do not always express themselves effectively, talk about their experiences or explain fully what they are doing.
- The educational programme for 'understanding the world' is not fully met because children are not always provided with a range of technology equipment, in order to extend their progress in the area of information, communication and technology.
- Children's play is interrupted, to go outside. As a result, they are not given efficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.

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 held discussions with the manager and deputy manager and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and mealtimes.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journeys records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the documentation and the nursery's policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Orchard Day Nursery and Nursery School is privately owned. It opened in 1998 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It operates from a large Victorian detached house and a single annex in Chellaston, on the outskirts of Derby. The nursery serves the local area and surrounding areas.

The nursery is open each weekday from 7.20am to 6pm all year round, except for bank holidays. All children share access to secure enclosed outdoor play areas. There are currently 71 children attending, who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 11 members of staff who work directly with the children. Of these, all hold appropriate early years qualifications to at least level 3, one member of staff holds Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase opportunities for children to develop their communication and language skills effectively, by introducing new words and asking open-ended questions, so that they can fully express themselves, talk about their experiences and explain about what they are doing efficiently

- ensure the programme for understanding the world is fully embraced, by increasing the opportunities children have to develop their information, communication and technology skills effectively.

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

- review children's outdoor play times, to ensure children's play is not always interrupted and enables them to pursue and revisit activities to complete them to their satisfaction.

Inspection judgements

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

Overall, staff have a sound understanding of children's learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They understand children's individual needs because they talk to parents at the children's settling-in times and find out about their child's interests and capabilities. As a result, children settle quickly into the nursery because they are interested and well motivated. Staff continually observe children on a regular basis. They appropriately analyse the information they gather to identify the next steps in children's learning and inform planning. Staff provide a suitable and generally good educational programme that mainly challenges children's individual learning in most areas of learning. This leads to children making satisfactory gains in their learning and development and prepares them appropriately for their next stage, which is usually school. The nursery have adequate procedures in place to complete the progress check at age two, so they are able to identify when early intervention is needed. This means children receive the appropriate support to meet their learning needs.

Children's learning journey records contain lots of photographs of them taking part in activities and observations of their achievements; they are stored in their rooms. This is so they are always available for parents to see. Parents have regular opportunities to review their children's progress both informally at drop off and pick up times, and also at open evenings. Senior staff in each room also produce a fortnightly newsletter. This contains information about what the children will be learning. As a result, parents are able to help their children at home or talk to them about what they have been doing effectively.

Teaching in the nursery is sufficient and developmentally appropriate; the children are active and really enjoy their learning. They concentrate and listen to instructions and independently choose their play. They are engaged and show curiosity. However, the children's play is interrupted when the children have to stop to go outside and tidy away the toys they have been playing with. As a result, the children are not given efficient time to pursue their learning without interruption, to complete or return to their activities to their satisfaction.

Children happily talk to visitors and their friends about what they are doing. Staff take these opportunities to promote communication and language skills generally well. They show interest in the words children say and give them time to think about what they want to say. However, staff are not always extending these skills by asking open-ended questions, such as 'what, where and why' questions or introducing new words. This results, in children not fully expressing themselves effectively, talking about what they are doing, or making links to their own experiences. Children develop an appreciation of books and sit independently in the comfortable book area and talk about what is happening in the pictures. Staff sit and read books on request and use actions, props and puppets to help children concentrate and listen to the stories being read. Children are writing their names and older early years children are beginning to also accurately write and recognise letters of the alphabet. This helps them to develop early writing skills appropriately.

Physical development is a strength of the nursery. There are many opportunities for children to develop their physical skills both indoors and outside. Children are handling equipment efficiently and gaining good control and coordination of their bodies. Younger children use chunky crayons, chalks and play dough tools to help with their handling skills. Older early years children are using scissors skilfully and drawing recognisable pictures, such as their portraits. All children are using equipment, such as bats and balls, sit-and-ride toys, climbing frames and logs, to learn to climb balance and move. For example, children negotiate skilfully an obstacle course that staff have set up to encourage them to balance along different pieces of equipment and at different heights. They use the outside environment well and find out and explore about the natural world. For example, children dig in the garden and hunt for worms. They have a wormy and when one worm tries to escape, a child says 'oh no! he's running away, we must catch him'. Staff use this opportunity to explain about caring for creatures and that the children need to collect the worms carefully remembering not to hurt them. This helps children to be aware of taking care of living things.

Children learn about early mathematical skills appropriately. Younger children enjoy singing popular counting songs and sort objects by size and colour. Children of all ages enjoy cooking activities, learn how to weigh the ingredients and older early years children estimate how much they need to make, for example, 'biscuits'. Water and sand activities help children find out about shape, space and measurement, as they fill and empty containers and count how many sand castles they have made.

Young children laugh and giggle and show their enjoyment of using cause and effect toys, which help their early learning of information, communication and technology skills. For example, they press on buttons and watch flashing lights go on and off. This encourages the children to repeat their actions. Staff support this play and show them appropriately what to press and how to turn on and operate the toys effectively. However, in contrast, the older children have little opportunity to develop their information, communication and technology skills. There are few workable technical toys available for the children to use and those that are available are not effectively used by the staff to promote these skills. For example, the computer is not switched on and the cause and effect toys have no batteries. Children are able to express their imagination creatively. The role play area provides well for this. Children independently pretend to be 'fire fighters' as they play in the fire station and create their own pictures as they paint. They thoroughly enjoy rolling the 'cornflakes' and making them 'crunch'. Children are clearly happy and contented and enjoy their time at the nursery.

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

Children enjoy attending this welcoming friendly nursery. They show that they feel safe and secure because they happily separate from their parents. The key person system ensures that each child and family has a main point of contact in the nursery and helps children to form secure emotional attachments. Children have built up strong attachments and relationships with their key person. This enables them to develop a positive attitude to their learning and a strong sense of belonging. As a result, children are confident and

have good levels of self-esteem. Children's routines are discussed with parents when the child starts and at regular intervals to help staff to ensure their changing needs are met.

Children in the older early years age groups are content in their environment. They show a sense of belonging and are proud to show what they are doing. Children's behaviour is supported well by discussions with staff about not hurting their friends and listening to how children can resolve their disputes. Children are learning self-help skills generally well. For example, pre-school children wash and dry their hands independently and put their coats and shoes on before they go outside. Children are well behaved because staff have a positive attitude to behaviour management. Consequently, children know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns.

The learning environment in the nursery is stimulating and the toys and resources are appropriate for the ages and development of the children and cover most areas of learning. The toys are at the children's level and all boxes are labelled with either words or pictures or both. This helps children to access the toys as they wish independently. Children throughout the nursery are well supported when they transfer to new rooms because staff handle transitions carefully and sensitively. As a result, children do not lose confidence when in a new environment. This is further enhanced to help children move from one setting to another and an appropriate system is in place, where children's achievements and personalities are passed on to provide continuity of care.

Healthy lifestyles are appropriately promoted as the nursery provides a balance of meals and snacks freshly prepared on the premises by a qualified cook. Children enjoy healthy home-made food, such as cottage pie followed by yoghurt and fresh fruit. To further the children's awareness of healthy eating staff plan activities, such as, growing their own vegetables, cultivating, cooking and eating them. Children have daily opportunities to be physically active in the garden, so they learn about the importance of exercise. Children are learning about keeping themselves safe. Staff provide activities to help children learn about safety, such as role-play equipment. For example, younger children learn that they should not touch the cooker or kettle at home because it will burn them. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. Visits from the fire brigade and police help children to learn about the dangers of playing with matches and how to use the zebra crossing safely.

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

Management has a generally good understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children are well safeguarded because the nursery prioritises safety. The managers ensure that staff are appropriately qualified and the relevant checks carried out to ensure they are suitable to work with children. All staff are aware of the procedures for dealing with child protection concerns. Children are fully protected from harm and kept safe at all times. Any risks to children are managed appropriately, enabling the children to move around their environment freely and safely

accessing resources as they choose. Documentation for the safe and sufficient management of the nursery is well organised. These include detailed risk assessments that cover inside, outside and trips out. The policies and procedures including safeguarding procedures are in the process of being reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being are effectively promoted. Children are provided with an inclusive environment and learn about valuing each other's differences and the setting promotes equality and diversity.

Self-evaluation of the nursery's strengths and areas in need of further development is generally good. Management have included both parents and children in this process and put together a relevant action plan. As a result, they are able to organise how and when they might implement the improvements to better the quality of care for the children, over time. Management understand the importance of enhancing staff skills in order to ensure all children are best cared for during their time at the nursery. They have recently introduced ongoing staff supervision and appraisals, in order to provide support and training and to identify areas for staff development and, therefore, help improve the learning and care for all children, overall. Monitoring and evaluating the nursery's practice are sufficient, however, there are some areas not identified for improvement. Since the last inspection, some improvements have been made. For example, staff promote children's home languages and differing learning styles during children's play and learning, such as writing display notices in different languages, producing individual 'home language' books for children who have English as a second language and creating visual routine cards.

Management have established strong partnerships with parents. Parents are able to share what they know about their child and become involved in their child's learning. There are home communication and welcome books available for the parents to see. On their child's entry to the nursery they are provided with the opportunity to see all the nursery's policies and procedures that cover all relevant legislation. Parents can review detailed notice boards to gain further information about the nursery and the Statutory framework for the Early Years Foundation Stage. To aid all children good links have been established with outside agencies, such as the local authority and other agencies.

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	258405
Local authority	Derby, City of
Inspection number	908871
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	71
Name of provider	Orchard Private Day Nurseries Ltd
Date of previous inspection	20/07/2009
Telephone number	01332 728545

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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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