

# The Orchard Garden Private Day Nursery Ltd

Haig House, 87 Green Lane, Derby, Derbyshire, DE1 1RX

<b>Inspection date</b>	20/08/2013
Previous inspection date	09/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Children's safety is effectively promoted through the implementation of good safeguarding and welfare procedures, which help keep the children safe at all times.
- Children make good progress in their development because the staff provide challenging experiences that stimulate and meet their individual needs well.
- The management team lead and monitor the nursery effectively and supports the staff team's professional development, which in turn, benefits all children.
- Effective partnerships with parents means there is a united approach to meeting individual children's needs, ensuring that they make good progress.

### It is not yet outstanding because

- On occasions staff show inconsistencies in how they expand children's communication and language skills. As a result, children do not always express themselves as effectively or always talk about their experiences.
- There are times when children's play is interrupted, to go outside. As a result, they are not always given sufficient 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 owner, manager and spoke to the staff, children and parents.
- The inspector observed inside and outside play including lunch time.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journal records, and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the nursery's documentation and their policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

The Orchard Garden Private Day Nursery Ltd was registered in 2002 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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 opens Monday to Friday all year round. Sessions are from 7.30am until 6.15pm. There is an area available for outdoor play.

There are currently 82 children on roll; of whom 61 are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. Children are able to attend for a variety of sessions. The nursery serves the local community and surrounding areas.

The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. Two members of staff hold a foundation degree in childcare, and the manager holds Early Years Professional Status. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance children's language skills further by always making the most of opportunities in the activities and educational programmes to further expand and widen children's conversation and questioning skills
  
- review children's outdoor play times so that their play is not always interrupted to enable them to pursue and revisit activities in order to complete them to their satisfaction.

## Inspection judgements

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

Children are happy at this friendly and stimulating nursery. Staff have secure knowledge of the 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 preferences,

characteristics and capabilities. Staff use this information efficiently along with their own initial observations to form the children's starting points. This enables them to plan activities that interest children when they first start at the nursery. As a result, children settle quickly and are well-motivated. Staff continue to skilfully teach, observe and assess the children while they play and analyse the information gathered efficiently to identify the next steps in children's learning and inform planning. Consequently, staff provide challenging activities to meet each child's learning needs. Staff have high levels of tracking processes to note down children's achievements. These are used by key persons to identify any gaps in children's learning and successfully implement the progress check at age two. This enables them to be able to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs. Staff adapt their interactions to support children who speak English as an additional language. Visual timetables, dual language books and displays of pictures and words in children's home languages further contribute to their inclusion and ongoing progress. As a result, children make good progress towards the early learning goals, given their starting points. Children are acquiring good skills for their readiness for their eventual move to school.

Parents have regular opportunities to review their children's progress, both at drop off and pick up times, and also at open evenings. As a result, parents are able to help their children at home or talk to them about what they have been doing effectively. There is an ongoing exchange of information between the key persons and parents, which enables them to exchange any achievements the children make successfully. This means the children's needs are continually met.

Staff interact positively with children and are fully committed to their learning. They understand well that children learn best through play. Children are motivated by staff who show their own enthusiasm during activities and offer plenty of challenges. Teaching in the nursery is effective and developmentally appropriate; 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 sometimes 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 sufficient time to pursue their learning without interruption, to return to or to complete their activities to their satisfaction.

Young children's language is fostered well through conversations and singing popular songs. Children participate with enthusiasm using actions to represent the characters in the rhymes and attempt to use new words as they play. For example, while painting with children, staff introduce the word 'squidgy' as the children smear the paint. The member of staff waits for the child to respond and says the word again; this time the child tries to repeat the word and smiles at the member of staff for reassurance. Staff provide appropriate praise and the child repeats the word again. However, there is inconsistency in the levels of communication some staff have with the older children. Most staff talk to the children about what they are doing and ask open-ended questions to extend learning and encourage the children to hold purposeful conversations. In contrast, however, there are some staff who do not always encourage the children to speak or extend their language skills effectively. For example, while staff are interacting with children in the water play, which contains sea creatures. Staff do not hold an effective conversation about

what the children are doing or extend their language, by describing the sea creatures.

Children's physical development is good. There are opportunities for children to use their handling skills creatively and efficiently. For example, children handle different tools to create their own play dough pictures. They further use their handling skills effectively as they carefully complete a jigsaw and build trucks and people out of the construction toys. Staff promote children's moving skills well throughout the nursery. Younger children crawl and walk around the room with support from dedicated staff. Older children have opportunities outside to climb and balance on climbing frames, use bicycles and sit and ride toys, skilfully negotiating the obstacles. They play with bats and balls and skipping ropes safely and co-operatively. Children learn about the natural world as they plant flowers, vegetables and learn how to water them to grow effectively. This helps them to learn about growth and change and how to care for things in the environment.

Children's mathematical skills are developing well, as children play in the sand and compare the patterns the trucks make and decide which one is longest. They count how many pieces of 'pizza' they have and sing popular counting songs. Staff use everyday opportunities, such as lunchtime to encourage the children to estimate how many more plates are required. To further children's mathematical skills, staff plan activities, such as baking, and provide opportunities for them to recognise the numbers on the scales and compare the weight of the ingredients. Children of all ages in the nursery have a love of books. Younger children snuggle with staff and enjoy looking at the pictures. Pre-school children use them independently, turning the pages and discussing the contents as they sit in attractive book areas. Children also become engaged in activities to promote writing skills, as they write shopping lists and attempt to write their name accurately. These opportunities aid their early literacy skills effectively.

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

Children are content in this welcoming, friendly nursery. They show that they feel safe and secure because they happily separate from their parents. Children have built up strong attachments and relationships with their key person. They enjoy a warm and close relationship 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 high levels of self-esteem. Children are learning self-help skills well, for example, pre-school children wash and dry their hands independently for snack. They then choose their own cups and plate, pour their own drink and serve themselves their snack. These activities help develop children's independence and are delightful, socialising times because children talk to each other about what they have been doing throughout the day and at home. Children are very 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.

Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of their rooms, resulting in interesting, attractive and child-friendly surroundings. For instance, there are cosy areas in

all rooms, which are beautifully presented and areas for children to investigate and use their curiosity. They explore a wide range of quality resources in their rooms, which cater for all areas of learning. Play materials are arranged to be easily accessible; this encourages children to help themselves and follow their own interests. Children gain a good sense of belonging as they see many examples of their artwork and photographs displayed. The toys are at the children's level and boxes are labelled with either words or pictures or both. This helps children to access the toys as they wish independently.

Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. The nursery provides healthy and nutritious meals and snacks and children benefit from the carefully balanced menu offered. The lunch times are relaxed and provide time for socialising, which helps children to make relationships. Children take part in a range of physical activities, both indoors and outdoors. This supports their understanding of the importance of regular exercise and a healthy lifestyle. Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe.

Children throughout the nursery are well-supported when they move to new rooms because staff handle move 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. Children have opportunities to visit the community, babies go on walks and the older children visit the library, parks and local attractions. These help the children to develop confidence and independence in situations away from the nursery. This helps them to prepare for their next big step in their life, which is normally starting the local primary school.

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

Children play in a secure and safe environment. Staff have a good knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Safeguarding procedures are very good and most staff have attended a safeguarding course. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Any risks to children are managed very effectively, enabling the children to move around their environment freely and safely accessing resources as they choose. Risk assessment is comprehensive and covers the premises, aspects of children's play both indoors and out, and trips out. Documentation for the safe and effective management of the nursery is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted. The management team ensures that ratios are well-maintained at all times, effectively supporting the safety and security of all children. Accident and medication procedures are efficiently administered and clear effective records implemented. Recruitment systems are

rigorous to ensure staff suitability. They include a thorough induction process and a three month probationary period. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles.

Self-evaluation is a strength of the nursery and the manager, and her team have identified areas of improvement. The nursery has a challenging improvement plan. This has evolved through careful monitoring and analysis of procedures, discussions with parents about how the nursery operates and receiving suggestions for improvement from parents and staff. For example, management are looking at ways to improve the outside environment. They are finding ways to encourage all areas of learning to be promoted outside in order to help children's all round development. Strengths and weaknesses are effectively identified and all recommendations have been successfully completed since the last inspection. This shows that the manager and staff are able to continuously improve the nursery and improve the care and learning for the children. Reflection of practice takes into account the views of staff, parents and children, ensuring everyone's thoughts and ideas are valued and considered. To monitor the staffs' performance there are comprehensive supervisions and observations of staff in place and a detailed appraisal system. These have identified training for all staff. Management have put together a training programme to ensure the training also meets the needs of the children and improves their learning and care. Staff monitor the progress of the children effectively by using their tracker systems. They also have regular meetings. Here they discuss the delivery of the educational programme and any concerns they may have in children's learning and development.

Information displayed in each room and the reception area is detailed and informative about both, the care and learning aspects of children attending. Secure partnerships are in place with other agencies and establishments children attend to ensure continuity of children's care and learning. Strong partnerships with parents are in place to underpin good continuity of care for children. Parents make many positive comments about the nursery. These include 'the brilliant care' offered, 'the amazing staff team' and how happy their children are in the nursery.

### **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

<b>Unique reference number</b>	EY103452
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	915006
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	107
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Orchard Garden Private Day Nursery Limited
<b>Date of previous inspection</b>	09/03/2012
<b>Telephone number</b>	01332 370497

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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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