

# The Orange Tree Day Nursery

Staker Lane, Mickleover, DERBY, DE3 0DJ

## Inspection date

Previous inspection date

19/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Staff have a good understanding of how to support children's learning and development. A varied range of interesting and well-planned activities help children make good progress in all areas of learning.
- The bright and attractive learning environment, both indoors and outdoors, provides welcoming and stimulating surroundings that promote children's enjoyment and achievement.
- Staff provide good support for children as they start at the nursery, which is based on individual needs and is tailored accordingly. As a result, children settle well and are comfortable and secure.
- The management team are very strong in their knowledge and commitment to continually drive improvements for all children. A rigorous evaluation of all aspects of practice identifies challenging targets to build on the already good practice.

### It is not yet outstanding because

- The support for children moving onto the next activity in the pre-school room, is not always organised to minimise the time they wait and, therefore, maximise their enjoyment.
- There is scope to improve how the progress of children is monitored, particularly different groups of children, to further support the analysis of all children's achievements and drive their progress.

## 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 the playrooms and outdoor area and completed a joint observation with the manager.
- The inspector spoke with the staff about the daily routines and children's individual learning.
- The inspector looked at a selection of documentation including children's learning records, the setting's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents/carers spoken to on the day.

## Inspector

Justine Ellaway

## Full Report

### Information about the setting

The Orange Tree Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Mickleover area of Derby, and is privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, two at level 2 and one member of staff has Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- review how older children are supported to move from one activity to another, to fully promote their enjoyment at these times
  
- extend how the progress of different groups of children is monitored to further support the analysis of all children's achievements and to drive their progress.

## Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. A varied and interesting range of activities is provided, to promote children's enjoyment and progress. For example, children have the opportunity to participate in cookery, gardening, sports, Spanish, music and movement as well as regular walks to the adjacent field to see the animals. The nursery brings in some of these activities from external sources, to provide specialist skills as well as variety for the children. Children's interests and suggestions are taken into account, for example, a sports activity is provided as a direct result of a child's request. Furthermore, activities are effectively planned to ensure that children develop particular skills. A regular group time

session in the pre-school develops children's communication skills, talking and listening to others and ability to maintain their attention. This effectively helps to prepare them for school. Staff regularly observe what children can do and make a useful assessment of their progress and where they may need support. Through discussion, they demonstrate that they know the children they are working with well. They use the information gathered through observation to plan regularly and support children's next stage of learning. The progress check at age two is an informative summary of the child's development at that time.

Children have ample opportunities to develop their large muscle skills as they regularly play outside. They run around or play on the large play equipment which provides good challenge for older children. Children develop their self-care skills as they are encouraged to get ready for the wet weather, doing up their coat and putting on their Wellingtons. Staff make good use of toys and equipment in the baby room to support those children who are learning to stand or walk. They also ensure children's favourite toys are available and encourage them to crawl or reach for them, promoting their physical skills as well as supporting their interests. Children watch with interest as staff demonstrate how to press a button to play music or squeeze a particular toy to make a certain sound. This supports their understanding of simple technology.

Younger children babble excitedly as they look at photographs of themselves, which are well displayed within the room. Staff effectively encourage children's communication skills by asking appropriate questions or engaging them in conversation. They also introduce new words as they explain what they are doing. Children enjoy choosing what they do during free play. They use their imagination as they dress up as super heroes and describe how they travel on their journey. They are given regular opportunities to engage in creative activities, such as painting. Staff plan a range of messy activities so that children can experience different textures, for example, corn flour gloop. Children count during activities and are encouraged to recognise numbers beyond ten, making good attempts to do so.

There is a very strong focus on developing effective partnerships with parents and carers to ensure that there is a consistent approach in supporting children's learning and development. This begins with the useful information provided on the website and the personal and friendly way this is presented. Valuable information about what children have been learning is provided verbally on a daily basis. Regular newsletters keep parents and carers informed about upcoming events. Parents and carers have regular opportunities to attend meetings to discuss their child's progress and are effectively encouraged to share what they know about their child. Good consideration is given to sharing information about how parents and carers can support children's learning at home, through discussions as well as the 'home task tree' display. Parents and carers enthuse about many aspects of the nursery including the range of activities, the outdoor area, the professionalism of the management team and the quality of the information they receive. They say that their children have 'come on in leaps and bounds'. The strong focus on partnerships also extends to welcoming and encouraging wider family members into the nursery. For example, a recent grandparents' day was a successful event where children served food they had made and shared what they do at the nursery with their family.

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

Children are given good support as they join the nursery. The settling-in support is tailored according to their needs and well planned to ensure they are comfortable and secure. There is a good organisation of activities to enable children to build appropriate bonds with staff. For example, regular small group activities give children lots of opportunities to become very familiar and, therefore, comfortable with staff. Staff in the baby room employ good strategies of distraction, so that children do not become unsettled by children or adults arriving. Good consideration is given to supporting children's independence, particularly older children. For example, they serve themselves at lunchtime and are encouraged to use the toilet independently. Good support is provided as children move from the nursery to school or other settings because staff from the other settings are invited to visit the nursery meet the children.

Staff are calm and promote a friendly atmosphere within each of the rooms. They give clear explanations of the routines and what is happening next to support children's understanding of the expectations. They encourage children to resolve minor disagreements by talking about sharing and turn taking. Children have good relationships with each other and are kind and caring. For example, they help their friends to put on the dressing-up clothes. Staff give lots of praise when they do this, which reinforces children's understanding of good behaviour. It also promotes children's self-esteem and confidence.

Staff are, on the whole, well deployed. They are clear of their roles and responsibilities and there is good communication in each room and support for each other during activities. The move between activities and the daily routines for younger children is effectively managed to minimise any disruption to children. However, on occasion, as children in the pre-school move to the next activity or for their lunch, their enjoyment is hampered by the amount of time it takes to organise this. Mealtimes are a social occasion where children are encouraged to chat to each other. Staff effectively introduce discussions about healthy foods to promote children's understanding of a healthy lifestyle. Children regularly play outside, during all weathers, so that they benefit from fresh air and exercise. Staff effectively support children to develop an understanding of good hygiene. For example, when a child sneezes and puts their hand over their mouth, they are given lots of praise. A member of staff explains why they are praising them and this helps all of the children to understand the importance of this. Hygiene procedures are thoroughly considered to minimise the risk of cross-infection. For example, clear information is provided for staff as to which items can be washed together, helping to promote children's good health.

Both the indoor and outdoor learning environments are bright, attractive and appealing places to play. Children thoroughly enjoy the expansive and well laid out and resourced outdoor area. Good organisation of equipment indoors means that children have a great variety during play, but are also encouraged to select additional resources. Children's understanding of safety is well promoted. They are effectively supported through activities to learn about staying safe, for example, a visit from the community support officer raises their awareness of keeping themselves safe. They operate safely within the environment, demonstrating that they understand what is expected of them.

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

The management team are very strong in their leadership of the nursery. They make very good use of their knowledge and experience to ensure that the requirements of the Statutory framework for the Early Years Foundation Stage are effectively met. Regular training and systems that test their knowledge mean that all staff are confident in their understanding of safeguarding. They are clear on what they would do if they had any concerns and can give relevant examples of signs or indicators of abuse or neglect. The checks undertaken to establish the suitability of adults working in the setting are rigorous. Children's safety within the nursery is well promoted as staff effectively supervise children at all times. There are clear and well-implemented procedures to ensure children's safety when they go on an outing.

There is a strong and clear focus on driving improvements for all children. Self-evaluation is rigorous and ongoing in evaluating all aspects of practice. As a result, a wide range of challenging and far-reaching targets are developing. Staff are actively encouraged to contribute to this process and a multitude of opportunities exist for parents and carers to put forward their suggestions or ideas and give their feedback. For example, questionnaires are undertaken as children start and leave the nursery and there is a comments book available at all times. The nursery is committed to acting on any suggestions made; an example of this is the opportunity for children to learn Spanish, as a result of a parent or carer suggestion.

The management of staff performance and support for their own development is very well coordinated. A very detailed induction process ensures staff clearly understand their roles and responsibilities. A particularly strong aspect of the performance management process is the personal development diary for each member of staff. Details recorded include regular observation of staff performance, along with their own evaluation of practice identifies robust and clear targets for improvement for the future. Very good consideration is given to the amount of in-house training that staff receive to develop their knowledge and skills. This includes both general training, such as safeguarding, as well as specific training on how to improve storytelling, for example. There are clearly established systems in place to monitor the educational programmes. Both the planning documents used and the regular checks by the management team, ensure that there is a varied range of activities which are planned according to children's needs. Children's progress is suitably monitored through regular assessments and by the key person using individual tracking sheets. However, this is not yet developed to a stage where the progress of different groups of children is analysed, to ensure each child makes rapid progress towards the early learning goals.

Parents and carers are complimentary about the information they receive regarding the running of the nursery. They are provided with useful information about the policies and procedures. Valuable details are gathered about children's needs and routines to effectively support their care. The nursery has very good links with the local authority and their commitment to working in partnerships with others means that they are proactive in

developing relationships with a range of agencies, such as health. This ensures that children receive a good level of coordinated support, for example, if they have a special educational need and/or disability. Sound consideration is given to working in partnership with other settings that children attend. Relevant information is shared about children's learning and development so that consistent support is provided to ensure they make good progress.

### **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>	EY461581
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	910284
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Jacqueline Claire Mason
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07779 022942

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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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