

Orchard Nursery School

92 Derby Road, Chellaston, Derby, Derbyshire, DE73 6RF

Inspection date	07/08/2013
Previous inspection date	13/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- A successful key person system and the good relationships staff form with the children and parents help children settle and develop secure and trusting relationships.
- Children are making good progress as the staff team have a good knowledge of each child and, overall, support them well in their learning and development.
- Leadership and management are strong and there is a clear motivation to develop the nursery and improve the quality care and learning children receive.
- Effective partnerships with parents mean there is united approach to meeting individual children's needs, extending their learning and helping them make good progress.

It is not yet outstanding because

- Staff do not always teach phonic letter sounds correctly. As a result, children cannot use the sounds to help them read simple words or aid their pre-reading skills.
- There is scope to extend opportunities for children to talk about events in their lives or begin to learn to read by themselves.

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.

Inspection activities

- The inspector held discussions with the owner and general manager and spoke to the staff, children and parents.
- The inspector observed inside and outside play, including lunchtime.
- 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

Orchard Nursery School opened in 1996 and is on the Early Years Register. It is one of three organisations operated by Orchard Private Day Nurseries Limited. The nursery operates from converted domestic premises in Chellaston, Derby. Children have access to an outdoor play area. The nursery serves families in the local area.

The nursery opens five days a week all year round, except Bank Holidays, from 7.30am to 6pm. There are currently 72 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It employs 13 members of staff who work directly with the children. All staff hold appropriate early years qualifications at level 3, and one has 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:

- strengthen the teaching of phonic letter sounds to ensure they are taught correctly, and help children read simple words to aid their pre-reading skills

- increase opportunities for children to talk about events in their lives or 'read' by themselves, for example, by making 'memory books'.

Inspection judgements

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

Children in this nursery are confident and happy because staff cater for their individual needs well. Staff have a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They find out as much as they can about the children before they start. This is done at settling-in times and through the information gathered in the 'All about me' booklet that parents complete. As a result, staff can provide activities that are of interest to the children. Consequently, children settle quickly into nursery life. Staff continue to teach, observe and assess the children while they play, and effectively use the information to identify children's next steps and inform future planning. Children's achievements are noted down on trackers and used to help staff successfully complete the progress check at age two. Assessment is robust enough to identify any gaps in children's learning. As a result, early intervention can take place to target specific issues or problems to help individual children to fulfil their

potential. Children are acquiring good skills and learning to prepare them in readiness for school.

Parents are invited to view children's learning journal records whenever they wish and make comments on how their children are progressing. There is an ongoing exchange of information between the key person and parents, which enables them to exchange any achievements the children make. Parents have opportunities to discuss the progress of their children in more depth at parents' evenings. They are also provided with information about future activities and ways in which they can extend and support their children's learning at home.

Staff are passionate and committed to their roles and interact with children enthusiastically. They know the children well and understand that they learn best through play, and provide a good balance of adult-led and child-initiated activities. As a result, children are well challenged and progressing well towards the early learning goals. Children are effective learners throughout the nursery school. They explore and investigate as they play. They try new things, think about what they are doing and instigate their own play. One example of this is when a small group of children wander into the sensory area in the garden carrying their 'babies'. They tell the 'babies' they are going on a 'bear hunt' and proceed to walk around the trees. They talk to each other and show the 'babies' things, such as logs and the 'wellingtons' full of flowers. They suddenly scream and run into the play area shouting 'It's a bear'. Confidently, they tell a visiting adult all about their adventure.

Staff foster children's communication and language well. Children hold purposeful conversations, respond to open-ended questions well and speak clearly. For example, children talk with staff about dinosaurs while they are playing with the chinks and chalk boards. They tell staff about the dinosaur having 'big strong claws' instead of fingers and 'a long swishy tail'. Staff use this opportunity and talk more to the children about dinosaurs. They ask 'What food does he like?' and 'How does he move?' Children answer responsively and the conversation ends with the children talking about their own body parts. Children love using the cosy book den, which is comfortable and attractive. They sit with staff and friends and listen to stories. They use books independently, turning pages correctly and discussing the pictures on the page. This helps children to understand that books bring pleasure. There are a good selection of books that are easily accessible to the children. However, staff have yet to introduce home-made books to help children to talk about events in their lives and begin to 'read' by themselves. Furthermore, there are times when staff teach phonic sounds incorrectly. As a result, children cannot always decode regular words accurately, which does not aid their pre-reading skills. Consequently, there is scope to further develop the literacy programme.

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. Staff use everyday opportunities, such as snack time, to encourage the children to estimate how many more plates are required. They count during their play and sing popular counting songs. To further children's mathematical skills, staff plan activities, such as water play. Here, they weigh containers filled with water and recognise the numbers on the scales. Staff use mathematical language well, such as introducing the word 'symmetrical' as children and

staff discuss butterflies in the garden.

Staff promote physical development throughout the nursery effectively. Children use their small muscle skills skilfully as they use a wide range of tools, such as chinks, crayons, paintbrushes and scissors. These are used daily to create pictures, which are displayed well, demonstrating many different art and craft activities, for example, chalk rubbing, collages and free paintings. Children enjoy watching the paint change colours and learn about different shades. They laugh with excitement as they enjoy being 'fire fighters' and use the hoses to put out the fires, and doctors to 'make people better'. They use boxes and create dens, and thoroughly enjoy their dance and movement sessions. Children have opportunities to develop their movement skills as they climb the stairs to their room. They move and run around the garden and use a variety of larger equipment as they balance and use sit-and-ride toys. Staff also provide trips to the local park to use the larger equipment and enhance children's physical development further. Children learn about the natural world as they grow vegetables and flowers and learn how to care for them in the nursery's allotment. Hunting for mini beasts provides opportunities for children to explore and investigate the natural world. They show great excitement when they find worms and spiders as they play in the garden.

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

Children are happy, settled and secure in their surroundings. They relate well to the staff and are developing their social skills as they interact and play with their peers. Staff are caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at the nursery, and means that children's emotional well-being is well fostered. Children show that they feel safe and secure because they happily separate from their parents. Each child is assigned a key person, who works closely with the child and their parents. The key person develops effective channels of communication with parents to ensure children's changing needs are continually met.

Children throughout the nursery are supported when they move to new rooms because staff handle this carefully and sensitively. This ensures children do not lose confidence when in a new environment. This is further enhanced to help children move from one establishment to another. An effective process is in place where information about children's achievements and personalities are passed on to provide continuity of care. Children have opportunities to go out into the community as they visit the library and make trips to the park. These help the children to develop confidence and independence in situations away from the provision. As a result, this helps to prepare them for the next big step in their life, which is normally starting school.

Children play in a calm, relaxed environment. They show good care and consideration for one another. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely access their own play materials and learn important skills, such as hand washing, putting on their own coats and serving themselves at mealtimes.

The effective deployment of staff ensures that children are fully supervised, which maintains their well-being. Children's awareness of safety is developing as staff encourage them to take calculated risks during their play. They arrange visits from the police and fire fighters. This helps children become aware of the dangers of fire and how to begin to look after themselves when playing in the community. Children have regular exercise and learn that this has an effect on their bodies. They are encouraged to develop a healthy lifestyle through the nursery's meals and snacks. Fresh, home-cooked meals are prepared on the premises each day, with staff ensuring these meet children's individual dietary requirements. Children also enjoy eating foods from different countries and cultures, which enables them to learn about the wider society. Staff sit with the children at mealtimes, encouraging the use of good manners and promoting their social skills. They also discuss the benefits of healthy eating with the children. For example, at lunchtime each day children enjoy the salad bar. Staff advise children that the salad they are eating is good for them and helps them grow 'big and strong'. Children help to plant and grow their own vegetables, which further promotes their awareness of healthy foods.

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

The nursery meets all the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Strong and effective leadership and management oversee and monitor day-to-day practice. The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff in each room and by conducting practice observations. Management ensures that staff are qualified and the relevant checks are carried out to ensure they are very suitable to work with children. All staff are thoroughly aware of the procedures for dealing with child protection concerns. They ensure access to the premises is secure and that all staff, children and visitors sign in when inside the nursery. Areas used by the children are well organised and enable children to move around the nursery freely and safely. A comprehensive range of policies and procedures are in place, and documentation and records are completed to help ensure children's health and safety needs are efficiently well met. For example, accident and medication records and comprehensive risk assessments are in place, which help ensure children's health and safety in each room, as well as outside. Everything is stored securely and has regard for confidentiality.

Staff work together well and the manager speaks positively about the team and their passion for children. Ongoing self-evaluation and reflection, which takes account of the views of staff, parents and children, is a strength of the nursery. This leads to a clear awareness of the strengths of the nursery and the identification of areas for development. Detailed action plans are devised to address these issues. Recommendations made at the last inspection have been addressed successfully. Staff have to complete a range of training courses that the nursery regards as mandatory, and they are encouraged to continue to increase their knowledge through ongoing training. These not only help to assure personal professional development, but also enhance the nursery provision and lead to better outcomes for children. For instance, the nursery is implementing the 'Every Child a Talker' strategy and developing a strong communication and language programme.

One of the improvements the nursery is currently implementing is the introduction of 'Forest Schools'. This enhances children's all-round development and provides more opportunities to explore and investigate the natural world.

Staff develop strong partnerships with parents, which helps to ensure they have a firm understanding of the children's and families' needs. The nursery is committed to working in partnership with parents, and seeks the views of parents in a variety of ways to further enhance practice. On their child's entry to the provision, they are provided with the opportunity to see all the comprehensive policies and procedures that cover all relevant legislation. Parents receive quality newsletters and can review detailed notice boards to gain further information about the nursery. Parents spoken to during the course of the inspection are positive about the nursery and the staff caring for their children. They also confirm that their children are settled and happy. Children's individual needs are met as staff work in partnership with other professionals. To aid children's overall development, good links have been established with outside agencies, such as the local authority. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

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	258406
Local authority	Derby, City of
Inspection number	907932
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	73
Name of provider	Orchard Private Day Nurseries Ltd
Date of previous inspection	13/11/2008
Telephone number	01332 703204

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

