

Orchard Lea Nursery Limited

Orchard Lea Day Nursery, 156a Burchells Green Road, BRISTOL, BS15 1DX

Inspection date	19/09/2013
Previous inspection date	02/04/2009

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 rooms are well organised with good quality accessible resources and low-level displays of children's work.
- New children starting the nursery are well supported by home visits and a flexible settling-in plan that also accommodates to the needs of parents.
- The personal, social and emotional needs of the children are closely monitored by their key person, and a strong secure bond is established from the beginning.
- The robust self-evaluation process helps staff and management to make continuous improvements.
- Children learn in a safe and secure environment. The nursery has strong links with parents and shares information about their child's learning at home and in the nursery.

It is not yet outstanding because

- The circle time sessions for younger children, in particular babies, are sometimes too long, which results in them being restless.

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 base rooms and the outdoor learning environment.
- The inspector held a meeting with the manager and deputy manager including an additional meeting with the local children's centre family lead who runs joint play and stay sessions with the nursery.
- The inspector checked the evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and some daily documentation.
- The inspector took account of the views of the parents and carers spoken to on the day.
- The inspector completed a joint observation with a senior member of staff who is a qualified Early Years Professional.

Inspector

Shahnaz Scully

Full Report

Information about the setting

Orchard Lea Day Nursery registered as a limited company in 2008. It operates from a self-contained building in the Kingswood area of Bristol, close to Two Mile Hill School. Children have access to an enclosed outdoor play area. All rooms are linked through the ground floor with a self-contained baby unit and toddler rooms. The nursery is open from 8am to 6pm all year round except for bank holiday and Christmas break. It is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. There are 120 children on roll in the early years age range. The children attend a variety of sessions. The nursery provides funded education for three- and four-year-olds and support children with learning difficulties and /or disabilities. They also support children who have English as a second language. There are 30 members of staff who work directly with the children. Of these, six hold qualifications to level 2 and 18 hold qualifications to level 3. One member of staff had a degree, with another holding Qualified Teacher Status and another has a degree in education and has achieved Early Years Professional Status. Currently five members of staff including the manager and deputy manager are training to gain higher qualifications. Childcare staff are supported by a cook, a gardener, a cleaner and two part time administrators. Access to the premises is at ground floor level.

What the setting needs to do to improve further

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

- review the daily room schedule so babies spend less time in group sessions.

Inspection judgements

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

Babies and children progress well in all areas of learning and development considering their starting points. Staff use their knowledge of each child including those with additional needs to personalise their learning experience while at the nursery. Staff are in tune with and children's interests and follow them closely. They plan fun, exciting and challenging experiences that meet learning needs of babies and children, and which help them to progress. Planning and assessment is consistent and each child has a learning journal to record their progress. Parents share in their child's learning, for example by taking group stories at nursery in their home language, including Polish and German. Parents also contribute to their child's development records. To encourage their partnership with parents the nursery sends home story boxes for children to share with their families. Their last focus book - The Rainbow Fish, has been extended by the children who are working

on completing a large fish collage based on the book's main character.

The quality of the teaching is good. Babies and children are keen to learn and staff use observations to plan suitable activities to further their learning. Staff fully engage with babies and children. They use opportunities such as baking and story sessions to skilfully ask questions and encourage children to think, predict and test out ideas. All children enjoy access to an enclosed outdoor area throughout the day. Babies and children really flourish from this free open access to the garden as it extends their learning opportunities. The nursery has a growing area where children have planted vegetables such as beetroot and tomatoes. They also have pet rabbits and the manager is looking to extend the outdoor space to include a 'mud kitchen' to encourage further exploration of the natural surroundings. Babies and children are happy to explore safely and freely and staff foster their independence and self-awareness skills.

Staff encourage babies and children to develop good communication skills through their use of language. They extend children's vocabulary through discussions during small group story sessions and singing. However, babies sometimes sit for a prolonged time for group sessions, which means they lose focus and become tired. A variety of books is also available for babies and children, including those in dual languages. Staff develop babies' and children's interest in books from an early age by adding props and visual images and by making effective use of story sacks. The nursery has been part of the 'Every Child a Talker' programme to further enhance the provision for communication and language. The nursery has participated in the quality assurance scheme 'Baby Effective Early Learning' programme. This has enabled staff to gain a greater understanding about promoting early learning experiences from birth to three years, overall. Staff use planned opportunities to encourage mathematics learning. For example, during a baking activity, children will explore different colours and identify shapes as well as count and measure ingredients. Information and communication technology is used to encourage children's learning in areas such as letter sounds and number recognition in preparation for school. The children enjoy using the nursery computer tablet to explore games such as 'sound box', which are fun and helps to extend their learning. Babies and children practise early writing skills by making marks in the sand, and develop good pencil control by using different media tools. For example, children decorate their own individual wall tiles with special pens. Once baked in the oven, staff display each child's own unique tile on the wall at children's eye level. Children are proud to show off their work and like to feel a sense of achievement. The 'swamp' area used for creative work provides a wide range of craft materials to help develop children's art and design skills.

Staff keep parents and carers informed and the two-way flow of communication between them has a positive impact on their child's learning. Parents are encouraged to share learning records. A home-link book records the daily experiences and personal care needs of babies. Parents are welcomed to attend termly meetings to discuss their children's progress. Staff carry out progress checks for two-year-olds and parents attend a meeting with their child's key person to discuss the review in detail.

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

From the beginning, staff establish strong secure bonds with babies and children. The nursery has a good system to support babies, children and their families when they first start. A planned home visit by the key person provides an opportunity to build positive relationships. Parents settle their child over a flexible period so they feel at ease and develop secure attachments with their key person. The nursery has a parents' room so they can still be nearby during the settling in visits if needed. The process for settling in is smooth and the emotional well-being of babies and children are fully considered. For example, one parent commented that the key person had 'dressing up clothes ready for my child's settling in visit, knowing what they liked and will make them happy.' Parents complete all necessary paperwork concerning their child's individual needs including 'All About Me' forms, which are kept in the child's individual files. Babies and children with additional needs have their own individual play plan which includes clear next steps based on their learning and developmental needs. Other childcare professionals, including speech and occupational therapists, also influence individual play plans.

Babies and children over time develop a good understanding on what is acceptable behaviour. Visual signs and images including 'feeling' cards help them understand and manage their own emotions. Staff use encouraging words and positive gestures to build babies' and children's confidence. Staff offer praise for 'good sharing' and 'good listening', which in turn raises their self-esteem. Staff will use story sessions to discuss feelings and emotions, which helps babies and children to show kindness to others. Meal times are effective in developing good social skills, manners and extending language opportunities. During meal times, babies and toddlers are encouraged to wipe their own face and hands. They also learn to drink independently from a cup and are currently developing their skills in using basic cutlery. As children progress through the base rooms they gain further independence skills in managing their own personal care needs and show confidence in moving between areas during free-flow play. The comfortable areas offer a quiet relaxing space for babies and children to share books with adults and explore sensory materials and other good quality resources.

Staff will emphasise the importance of keeping safe by making sure babies and children use equipment appropriately. Each base room has their own personalised risk assessment checklists to go through before setting up and another at the end of the day. Staff take a balanced approach to risk management allowing children to have challenging experiences while being closely supervised. The nursery actively promotes the importance of being healthy. The setting promotes the 'Stretch and Grow' health and exercise programme. An outside visitor leads physical group exercise sessions with the children. They hold discussions around healthy eating choices, the importance of drinking water, and what it feels like to have a healthy heart. Visual cards used during this session help children to recognise positive images relating to a healthy lifestyle. Meals provided at the nursery are nutritional and offer a balance of suitable food options. A daily salad buffet on group tables encourages children to eat of vegetables. Staff cater for babies' and children's specific dietary requirements and are knowledgeable about their individual needs. A colour coding system ensures children with dietary need are recognised and have suitable alternative food choices.

The nursery management oversees the move to school for children by arranging prior

visits to their new school. They also work closely with parents, local schools and the schoolteacher. They pass on information to help ensure the child is ready for school and to plan for their next steps. Parent partnerships are valued by all staff and their needs considered when planning settling in times and dates for new children starting the nursery. One parent commented how flexible the nursery is in 'planning the home visit around my work commitments and care of my other children'. Parents are welcomed to share their cultural experiences and celebrations. A recent celebration of 'Jamaican Independence Day' saw one parent kindly bringing in traditional food to share with everyone as part of the celebration day at nursery.

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

The management and staff work together as part of an effective team and meet regularly to discuss the ongoing development of the nursery. The manager oversees the day-to-day running of the nursery with close support from her deputy. Management has a clear understanding of their role for safeguarding and good arrangements are in place. All staff have undertaken relevant safeguarding training and have had suitability checks. Adult to child ratios are well maintained and management deployment of staff is efficient in meeting the needs of the children. The deputy attends yearly safeguarding training to be aware of any new updates on safeguarding to share with the team and to inform practice and policy. All staff team review the safeguarding policy during meetings and are encouraged to ask questions and have discussions around any safeguarding matters to extend their understanding. Management clearly highlights any amendments to the safeguarding policy and all staff are required to read and sign the policy to acknowledge they understand such changes. Staff show a good understanding of the policies and procedures for dealing with and monitoring accidents and all staff hold paediatric first aid certificates. Risk assessment checks are thorough and robust. The management completes daily visual checks of all areas and each room has its own individual risk assessment checklist. Staff are responsible for going through the daily indoor and outdoor checks prior to setting up their room and later when the children go home. The management review these regularly to identify any reoccurring risks and complete a yearly safety audit for all areas. The nursery organises outings for children and their family including trips to the local park and museum. The management risk assess all outings.

Management has a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. The deputy in order to ensure assessments are consistent and updated will sample children's development records. The manager audits all learning documents and feeds back to staff.

Procedures for the recruitment of new staff are good and staff turnover is low. All new staff and students have an induction programme and quickly become familiar with the nursery procedures and policies. All staff receive regular supervision led by the management team, to identify ongoing training needs. For ongoing support, the management also conducts spontaneous one-to-one meetings if necessary. All staff are encouraged to share their thoughts on improving practice. Staff attend regular training

courses as part of their ongoing professional development.

The robust self-evaluation is used to challenge practice and to make ongoing improvements. Staff work together as a team to discuss and agree on areas for development, which is outlined in a comprehensive plan. The views of the parents and children are gathered through questionnaires to assess what they currently offer and how to make improvements. This currently includes enhancing the garden area. Staff have strong links with parents and shares information about their child's learning at home and in the nursery. The management ensure transition meetings and home visits are seamless and well organised taking into consideration the wellbeing of the child and family requirements. Staff work closely with the local children centre to run joint play and stay sessions at a different location as well as signpost families to the services offered at the children's centre. The local authority Early Years Consultant visits the nursery and offers regular advice and guidance. There are good links with outside agencies including speech therapists, physiotherapist, social services team and occupational therapists.

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	EY375497
Local authority	Bristol City
Inspection number	931366
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	120
Name of provider	Orchard Lea Nursery Limited
Date of previous inspection	02/04/2009
Telephone number	01179 353863

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

