

Tillymints Orchard Park Limited

147 Ellerburn Avenue, HULL, HU6 9RG

Inspection date

Previous inspection date

28/01/2014

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

- Practitioners undertake well organised observations, which are reflected in the planning and meet the individual learning needs of children. As a result, children make good progress in their learning and development from their starting point.
- Practitioners place a strong emphasis on ensuring that children have a safe and secure environment in which to play and learn. This means that they are well protected from harm.
- Highly positive relationships are established with parents to ensure information to benefit children's continual care, learning and development is shared successfully.
- Children with additional needs and their families are supported effectively because of early identification and intervention. There is a secure partnership with other professionals to provide support for children's individual needs.

It is not yet outstanding because

- The organisation of some group activities means that they are sometimes disrupted by other children playing close by, and some children occasionally do not receive the adult support they need to successfully complete their tasks.
- The supervision arrangements are not yet fully embedded to ensure the good practice already achieved is consistently evaluated and monitored to improve practitioner's knowledge, understanding and teaching practice even further.

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 children in both rooms and in the outdoor area. She also observed the snack time and lunch time arrangements.
- The inspector looked at children's profiles, containing observations and assessment records. She also looked at evidence of the suitability of staff, and a selection of policies and risk assessments.
- The inspector completed joint observations with the manager and had discussions with the key persons.
- The inspector held meetings with the manager and area managers.
- The inspector took into account the views of parents spoken to on the day.
- The inspector had a tour of the premises and associated facilities.

Inspector

Caroline Stott

Full report

Information about the setting

Tillymints Orchard Park Limited registered in 2013. It is situated on Orchard Parks in the north of Hull. The nursery is one of five provisions owned by a private provider, based in various locations around the city. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is accessible to all children. It operates from a single storey building with associated facilities and has sole use of the premises. There is an enclosed area at the front of the premises available for outdoor play.

The nursery is open each weekday from 7.30am to 6pm, except for bank holidays. There are currently 54 children attending who are within the early years age group. The nursery provides funded early education for two, -three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs eight members of childcare staff. The manager has Early Years Professional Status and holds a masters degree in early childhood. Six childcare staff hold appropriate early years qualifications at levels 3 and 4. The nursery is a member of the National Day Nursery Association and 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:

- review the organisation of activities so children's concentration is not disrupted and they are consistently supported to complete their task
- strengthen the supervision arrangements for practitioners so that good teaching practice is consistently built upon for the benefit of children.

Inspection judgements

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

The nursery's practitioners provide a well-organised environment and a variety of stimulating experiences. Areas of play are identified and lots of displays promote the language related to that area. For example, the display outside about water play links words to support children's learning. There are many dual language displays indoors and outdoors, to support children's home languages and encourage their communication in English. This supports children to develop, communicate and learn well through accessing

a wide range of play opportunities. Practitioners ensure that they have a good knowledge of children's starting points when they first attend. They have a clear understanding of how to engage children's interest and recognise that children learn through play. For example, a child's interest in a stethoscope provides an ideal opportunity to extend their learning about the heartbeat. This effectively promotes their early awareness of their body, health and self-care. Children's learning and development is assessed through well-organised observations, linked to children's well-being and involvement levels and their communication levels. Planning is efficient and takes account of children's interests and their next steps of learning and development. The detailed assessments of children's progress through summaries and the progress check at age two monitor children's achievements and abilities further. This ensures any gaps in children's learning or development are quickly identified and acted upon. As a result, children are supported and make good progress from their starting point.

Structured adult-led activities are organised to meet older children's next steps in their learning and to strengthen children's current interest and arouse their curiosity further. Practitioners demonstrate and teach skills, such as counting out coins to five to place into red envelopes to celebrate the Chinese New Year. This effectively supports children's mathematical development and their understanding of other cultures. All children are valued and offered the opportunity to be involved, which is good practice. The family room at the end of the building is used for specific adult-led activities, such as a phonic session for the older children. However, on occasion the activity is disrupted by other children playing nearby, which means children lose concentration. Practitioners on the whole, model and guide children's learning as they skilfully listen and praise them. Interesting, purposeful activities are developed from children's interest and enable children to learn successfully through exploring within their play and experiences. For example, younger children decorate their red envelope with glue and glitter. This enables children to explore creative experiences using a variety of materials. However, during some activities, staff are not available to support all younger children to finish their creation. As a result, children's learning is not always as effectively enriched as it could possibly be.

Practitioners place a strong emphasis on working in partnership with parents. Children's transitions into the setting are managed very well, which means they soon settle and develop strong bonds with their key persons. This means children are emotionally secure, feel safe and have a secure base for their learning and development. For example, parents are asked to provide as much information as possible about their child as an individual on regular 'all about me' sheets. This means their key persons are able to get to know, for example, what children's interests are, and can provide activities linked to these to help them settle. Parent's feedback to staff what children are doing at home, and this contributes to the assessment and planning of their next steps in learning. Their children's development profiles are freely available and parents state that they feel well informed of their children's progress.

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

The nursery environment is effectively organised and fully inclusive, both indoors and outdoors, for children to learn as they play. Practitioners place a strong emphasis on ensuring the nursery is secure and children are safe. They effectively monitor parents and visitors coming and going. All children and parents are warmly welcomed on arrival. There is an established key person system in each room of the nursery, which helps to develop secure relationships with children and their parents. It also supports children in forming stable emotional attachments and appropriate bonds with the practitioners who care for them. Babies are encouraged skilfully to develop their senses through a variety of exciting experiences. For example, practitioners offer textured gloves that promote ideal opportunities for exploration, through mouthing and touching. Babies develop a positive sense of themselves because the practitioner encourages their recognition of their reflection in the mirrored triangular space. Through interaction and talk they support babies' early communication, encouraging sounds and understanding of their body features and that of others around them. This means children develop confidence and are eager to explore their environment and as a result, their personal, social and emotional development is supported effectively.

Children's behaviour is good within both the rooms, because practitioners give clear messages to children about acceptable behaviour. Children are encouraged to think about boundaries as practitioners talk about not putting objects into people's faces, discussing why this is not safe and the consequences that could result. This encourages positive relationships and supports children to understand consistent boundaries within the nursery. There is a well-organised outdoor environment. Older children have free-flow access to the immediate outdoor area, which includes a vibrant playhouse. Children use large brushes to paint the fence with water, displaying their coordination and their manipulation skills. Practitioners have plans and ideas to update the outdoor area, for example by adding large tubs for planting and a mud kitchen. Babies are well supported in using the physical play equipment in the baby room by vigilant practitioners, who ensure the children can safely negotiate the slide and tunnel. This enables them to safely negotiate space and develop control in their coordination as they practise movements and master the use of play equipment. Consequently, children are supported to gain an understanding of routines and boundaries within the nursery, which helps them to feel safe.

Children are encouraged to be independent by helping themselves to their own piece of fruit for snack and serving themselves lunch. They confidently give out cutlery to their friends, supported and encouraged by practitioners, who are always nearby.

This provides children with the opportunity to understand the importance of a healthy diet and good eating habits and manners. Daily registration in the morning and afternoon, offers children the chance to move to music and to follow the actions of familiar rhymes and refrains. This well-known routine enables children to join in with the group and begin to understand the importance of regular interaction and physical exercise. This supports their physical and emotional well-being successfully. The diverse needs of all children are managed well. The nursery has good links with the local schools and children's centres. The management team works with the school to support children's learning and development. These links also helps to provide a good experience for children when they

move on to school.

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

The leadership and management of the nursery is very good because the management team are committed to providing a safe, secure and high quality learning experience for all children. The area managers and new nursery manager demonstrate a clear understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. Safeguarding is highly effective because the safeguarding and welfare requirements are fully understood by the management team and all the staff. This means that children are well protected in the nursery. Recruitment procedures are robust, which helps ensure that practitioners working with children are suitable to do so. Performance management is very good. There is a comprehensive staff induction and training programme in place, which is a combination of in-house and external training and development opportunities. The management team monitors the children's profiles in order to check that the quality of the educational programmes is maintained. However, the new supervision arrangements are not fully embedded so that practice is consistently monitored to ensure practitioners' knowledge, understanding and practice is continually improved upon.

The nursery's practitioners have a good understanding of the seven areas of learning. The majority of teaching is rooted in a good knowledge of how children learn and develop. Practitioners provide varied and interesting experiences for children, giving them the opportunity to be motivated and interested in actively learning. Key persons monitor and track children's progress through detailed observations, planning and assessments, to ensure that any gaps in children's learning or development are quickly identified. For example, records that identify a slight weakness with children's communication and language are quickly pin-pointed and acted upon. The weekly planning is displayed in each room. This means all staff are fully aware of the teaching focus for each child and individual learning needs are well met. Consequently, practitioners have a good awareness of children's strengths and any areas where their progress is less than expected. This means children's abilities and achievements are recognised and supported throughout the Early Years Foundation Stage.

The nursery has completed a thorough self-evaluation that identifies strengths and weaknesses and is used to set challenging targets for improvement. The management team hold regular meetings to identify priorities and set targets for improvement. For example, they have plans in place to disseminate training to ensure that the educational programme meets the company's high expectations. The parents are consulted on a regular basis through questionnaires to ensure that their views are included. A clear development plan is in place to show how the nursery will be moved forward, all of which means the capacity for continuous improvement is good, which in turn enhances the care and learning for children. Professional relationships between parents, staff and management are supportive, respectful and are a particular strength of the nursery. The nursery informs parents about all procedures and invites them to play an active part. For

example, activity days in the summer before the nursery opened were offered to provide parents with an insight into the opportunities on offer to enhance children's learning. The Parents in Partnership programme offers an annual diary of events to get involved with, for example attending stay and play sessions. The nursery work closely with outside agencies to help families, and are very knowledgeable about the referral process and subsequent support on offer. They effectively recognise that they have a responsibility for the whole child and their family. Consequently, early intervention is acquired and a secure partnership with other professionals is established to provide support for children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466935
Local authority	Kingston upon Hull
Inspection number	933641
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	54
Name of provider	Tillymints Orchard Park Limited
Date of previous inspection	not applicable
Telephone number	07983612306

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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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