

# The Orchard Day Nursery

193 Wilmslow Road, Handforth, WILMSLOW, Cheshire, SK9 3JX

## Inspection date

07/01/2014

Previous inspection date

26/10/2009

## 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

- Staff work well together to support children and meet their needs. They facilitate children's learning well, which helps them to make good progress in their development.
- Staff foster strong relationships with the children and successfully promote their independence. This enables children to feel safe, happy and confident.
- Managers effectively monitor and evaluate the nursery. They encourage staff to reflect on practice and they demonstrate a strong commitment to maintaining continuous improvement.
- Staff work very well with parents and carers. They successfully involve them in the children's learning and keep them well-informed of their ongoing progress.

### It is not yet outstanding because

- There is scope to enhance the system for gathering information about children's starting points on entry, so that more emphasis is placed on children's learning, development and abilities.
- The arrangements for securing effective partnerships with other settings the children attend have not been fully explored, in order to further support continuity in children's care and learning.

## **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 five playrooms and the outdoor play areas.
- The inspector conducted joint observations with the manager.
- The inspector spoke with children, staff and parents, and held meetings with the management team.
- The inspector looked at children's assessment records and sampled a range of other documentation, including the provider's self-evaluation form.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day and considered comments in the visitor's book.

## **Inspector**

Jan Linsdell

## Full report

### Information about the setting

The Orchard Day Nursery opened in 1995 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is located in Handsforth, Wilmslow, Cheshire and operates from two buildings within the same grounds. The front building accommodates children under two years and the rear building accommodates children over two years. All children have access to enclosed outdoor play areas. Children attend for a variety of sessions. The nursery opens five days a week from 7.45am until 6pm all year round, except on bank holidays and one day for annual staff training.

There are currently 32 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 10 staff working directly with the children. Of these, nine have appropriate early years qualifications, including one at level 2 and eight at level 3. The owner has an early years qualification at level 6. The nursery also employs a cook and a cleaner. The nursery follows aspects of the HighScope educational approach 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:

- expand the system for gathering information from parents about children's starting points on entry to the nursery, to establish a more comprehensive picture of children's prior skills, knowledge and understanding
- strengthen partnership working with other settings the children attend, for example, by exploring how to overcome barriers, promote effective links and share information, in order to further support children's transitions and ensure consistency in their care and learning.

## Inspection judgements

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

Teaching is good because staff enthusiastically engage with children to encourage their play and learning. They follow some aspects of the HighScope educational approach, which enables older children to make decisions and reflect on their own learning. Initially, staff gather some valuable information from parents about children's needs, but they do not always place enough emphasis on what children know and can do, in order to

establish a clear starting point in their learning. Observations are consistently carried out and staff use children's interests and ideas to plan for their next steps in learning. Children's ongoing progress is carefully tracked, which helps to ensure that no child gets left behind. Assessment records are accurate and show that children are within the typical range of development expected for their age.

Staff interact warmly with younger children, for example, as they sit on the floor to read stories, sing songs and build with the stacking cups. They share in children's enjoyment of using the 'dancing sticks', which motivates children to bang, shake and say 'more' when staff finish singing. Staff show skill at extending children's learning and enabling them to develop their own ideas. For instance, after listening to a story, older children decide to create their own tea party. This leads to interesting activities that continue for most of the day, such as, drawing items of food, pretending to cook in the home corner and creating their own books. As a result, children's communication, imagination and social skills are well-supported. When older children are ready to move onto school, staff help to prepare them by focussing on developing their independence, reading stories about school and inviting teachers into the nursery to share relevant information. This eases their move and helps them to be ready for the next stage of their learning.

Staff organise the environment to offer a continuous provision of resources that promote learning in all areas and they regularly change toys to provide stimulation and challenge. Younger children access different rooms throughout the day; therefore, they have plenty of space to explore. Outside, children have good opportunities to learn about digging and planting, which supports their understanding of the natural world. They enjoy active play, as they wave the ribbons, and they learn about pattern and shape when staff add powder paint to the puddles. Staff successfully involve parents in their children's learning and keep them well-informed of their ongoing achievements, for example, by sharing detailed progress reports and holding regular parent evenings. Children very much enjoy taking home the nursery tortoise and using the nursery camera to take photographs at home, which helps to engage parents in children's learning experiences. Some parents make positive comments about the 'good focus on educational activities' and they are pleased with children's progress in their understanding and use of language.

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

Staff create a homely and welcoming environment for children and parents. They enable children to settle into nursery life well because they liaise closely with parents to find out about children's individual care needs and routines. They provide good levels of care and attention to the children. Relationships are strong and this is echoed by parents, as they talk about children's fondness of the staff. Consequently, children form secure emotional attachments with their key person and they develop friendships with their peers.

Staff offer gentle reminders to children about safety, such as, how to sit properly on the chair, which helps them to understand how to keep themselves safe. They encourage children to help with small tasks, for instance, handing out wipes after lunch, therefore, promoting their sense of responsibility. Staff are positive role models and they manage children's behaviour well, for instance, using a 'traffic light' system. This involves using

different coloured cards to explain expectations and consequences of behaviour. Older children clearly understand this system, as they confidently explain it to the inspector. As a result, children learn to be polite and well-behaved, and they show good levels of motivation in their play.

Children learn to adopt a healthy lifestyle through daily routines and by helping with tasks. Lunch time is leisurely and well-organised. Children have good opportunities to develop their self-care skills, as they serve themselves and make healthy choices from the hot or cold food on offer. Meals are freshly prepared, healthy and nutritious, and children demonstrate their understanding of the benefits of healthy eating, for instance, when they tell staff that 'carrots help us see in the dark'. Exercise is well-promoted and staff provide a variety of outdoor clothing to enable children to enjoy playing outside in all weather conditions. This makes a positive contribution to children's physical health and well-being.

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

Managers have a secure understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding practice is effective and legal requirements are met. All staff working in the nursery are appropriately vetted, and recruitment and induction procedures contribute to ensuring that staff are suitable for their role. Staff are trained in safeguarding children, which means they understand their responsibilities to report any child protection concerns or allegations, in order to keep children safe from harm. Effective policies and procedures, including ongoing risk assessments contribute to maintaining a welcoming and safe environment for the children.

Self-evaluation and monitoring is effective. Managers meet regularly with each other and staff to reflect on practice and devise action plans to target areas for development. This contributes to maintaining continuous improvement in the nursery. Staff have designated areas of responsibility, which promotes strong team work. They are well-supported through a planned programme of regular supervision, reviews and appraisals. The vast majority of staff are suitably qualified and this enables staff to feel confident about their role. Staff make the most of additional training to improve experiences for the children. For instance, after attending speech and language training, staff created some cosy spaces for children to talk. Managers monitor children's progress electronically, and useful data is collated and shared with parents. This helps to ensure appropriate measures are quickly put in place to address any gaps.

Overall, partnership working is effective. Staff work closely with parents and external agencies to seek any necessary intervention and make sure children with special educational needs and/or disabilities receive the support they need. This helps to ensure children's needs are consistently identified and addressed. However, staff are less successful in their efforts to establish effective links with other settings some of the children attend. Consequently, they have not yet fully explored all avenues for sharing information, in order to further support children as they move between settings. Relationships with parents are strong and parents speak very positively about the nursery.

For instance, they comment that staff are 'very caring, friendly and easy to talk to' and the 'care of the children is most important'.

### **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	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

<b>Unique reference number</b>	305382
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	945624
<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>	52
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Amanda Jayne Warren
<b>Date of previous inspection</b>	26/10/2009
<b>Telephone number</b>	01625 549468

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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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