

# Little Orchard Day Nursery

31 Ramley Road, LYMINGTON, Hampshire, SO41 8HF

<b>Inspection date</b>	31/03/2014
Previous inspection date	18/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children make good progress in their learning because staff teach them well.
- Management and staff create an inviting and welcoming atmosphere for children and parents. Children settle quickly and parents appreciate the caring support their children receive.
- The nursery is well organised. The dedicated team of management and staff ensure the environment is safe and secure.
- Children benefit from staff who know them well. This helps ensure their individual needs are known and responded to.

### **It is not yet outstanding because**

- Staff do not fully consider how they can achieve the most from some planned activities and routines. Consequently, they do not always fully extend all children's learning.
- The range of resources readily available to children outdoors is not extensive or challenging to fully support their independent play 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 three playrooms indoors and the outdoor learning environment.
- The inspector conducted a joint observation with the manager and held meetings with the owner and the manager of the nursery.
- The inspector checked evidence of suitability and qualifications of staff and self-evaluation documentation.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector sampled and discussed planning and assessment documentation; policies and procedures and regulatory documentation.

## Inspector

Marilyn Joy

## Full report

### Information about the setting

Little Orchard Day Nursery registered in 2007. It is run by an organisation called Solent Children's Centre Limited. It operates from a converted house on the outskirts of Lymington, in Hampshire. Children play on the ground floor and have access to toilets in this area. Some children sleep upstairs. All children share access to secure outdoor play areas. The nursery is open each weekday from 7.30am until 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of early years education for children aged three and four years. There are currently 91 children in the early years age group on roll. The nursery currently supports children who speak English as an additional language, as well as those who have special educational needs and/or disabilities. The nursery employs 19 members of staff who work directly with the children. This includes two members of staff with a level 4 qualification; 15 with a level 3 qualification and two unqualified staff. One member of staff is currently working towards a level 4 qualification.

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

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

- review the preparation of planned activities and routines, such as lunch time, to ensure staff have all the resources they need and are fully prepared to extend children's learning
  
- enhance the outside area by providing children with more choice and a wider range of resources at child height so they can develop their projects and ideas while they are important to them.

### Inspection judgements

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

Children achieve well and, overall, they benefit from good quality teaching. Staff use a consistent system throughout the nursery to plan for children's learning. Staff regularly observe children, identify their interests and accurately monitor the progress they are making. They use this information successfully to plan their progression and introduce activities that children enjoy. In addition, staff introduce seasonal topics to broaden children's experiences and teach them about the world around them. For example, children learn about the seasons and the variety of festivals and celebrations people enjoy. Staff involve parents and encourage them to contribute to their child's progress records. In addition, staff encourage parents to share children's experiences at home and the

festivals they celebrate. Consequently, children feel special when staff value experiences, such as Chinese New Year and their holidays. All children benefit because they learn to respect one another and find out about differences in the world around them.

Staff are interested in what children are doing and communicate well with them at all times. Staff support language skills successfully. They encourage babies by repeating their attempts at speech and modelling conversations. They talk about what they are doing so that children learn the vocabulary they need when they are ready to express themselves. Staff encourage older children to think for themselves and solve simple problems. Staff routinely introduce numbers, counting, shapes and size. Consequently, children become familiar with mathematical terms and begin to use them in their play. They talk about the long stem of the flower and the different sizes of the spades they use when digging. A number of children are learning English as an additional language. Staff support them well by displaying words in children's home language and introducing books and games in these languages. Staff learn key words so that they can recognise what children are saying and also use them to support their learning, for example, by naming colours in English and their home language. Staff have completed Makaton training so they can introduce sign language with the children. At circle time in the pre-school, children excitedly recall the signs they learnt the previous week and staff put them into a sentence for children to practise. Consequently, children learn that people use different ways to communicate with one another. Additionally, they can use these signs to communicate with children who may attend the nursery.

On occasion staff do not have a full range of resources ready to extend children's learning. For example, as part of a 'Spring' topic staff prepared flowers in a vase for children to paint. Children are keen to have a go and staff talk to them about key features of the plant, such as the stem and the petals. They encourage children to look closely at the colour and shapes of the flowers. However, children have to wait for a turn rather than being able to paint alongside each other and wide bristled brushes made it difficult for children to replicate thin stems. In addition, staff did not fully consider how they could develop the activity further to maximise children's learning. For example, there were no factual books about flowers ready for children to refer to. Consequently, children do not learn that books contain information related to what they are talking and learning about or link their conversation to words in a book.

Children thoroughly enjoy their time at the nursery. Babies delightedly explore treasure baskets and explore the texture of fabric. They smile happily when playing 'peep oh!' with scarves. Children enthusiastically explore the large sand pit in the garden. There are plenty of buckets and spades so that a number of children can play together. Staff support them well as they fill their buckets and practise forming letters, shapes and patterns in the sand. Staff are successful in teaching children to recognise and write their name. Some older children know the letter sounds and confidently say March begins with the letter 'm'. Children experience a broad range of activities and experiences at the nursery. Staff teach them well and they make good progress. This helps prepare them well for school.

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

Children are happy and settled at the nursery. Staff give a strong emphasis to promoting their emotional well-being. Children benefit from the effective settling-in routines organised between staff and their parents. Likewise, when children move from one age group to another staff arrange frequent visits so children become familiar with a new room and different adults. Most children have already met staff from the other units because outdoor playtimes are often shared. In addition, the staff team remains constant with very few changes. Staff are positive role models to children. They frequently praise children and help them to understand what is expected with clear boundaries and guidance. Consequently, children behave well. They know the routines and develop good hygiene habits because support is consistent throughout the nursery. Generally, staff encourage children to become increasingly independent and manage tasks for themselves, whether this is eating with a knife and fork in preparation for school or getting dressed to go outside. Older children pour their own drinks at snack time. However, staff have not fully considered how routines such as lunch time, when each table has their own serving dishes, could further extend children's independence by encouraging them to help serve their own meals. Meals are freshly prepared, healthy and nutritious. Staff implement thorough health and safety procedures in all aspects of their work. They follow good hygiene routines when responding to children's individual care needs and make sure the environment is safe for them to play. Children learn about staying safe themselves because staff explain how to use equipment and resources safely.

Children are enthusiastic and interested learners who benefit from an exciting environment that supports their all round development. Overall, there are plenty of resources for children to choose from and many are at child height so children can help themselves. There are treasure baskets with lots of exciting materials and objects for babies to explore. Indoors there is a large area for water play and outdoors a large sand pit where many children can play together. There is a large covered patio which enables all ages to enjoy fresh air whatever the weather. It is particularly beneficial for babies because they can crawl freely between indoors and outdoors. Children's physical development is particularly well supported outdoors through the range of resources available. Staff hold the youngest children's hands to help them with their first steps. They help older children to walk along balance beams and scramble over climbing frames. However, there are fewer resources stored in the garden that children can choose freely to readily encourage them to follow up their interests and support all areas of learning. For example, there are no chinks, pens or paper to encourage children's early writing and drawing or magnifying glasses to examine the worms they find. Instead, staff rely on children asking if they want resources from the covered area or indoors. Consequently, children, especially younger children, may not develop their projects and ideas independently while fresh in their minds. Overall, space is organised well and staff are deployed effectively. Consequently, there is always someone to join in and support children's play.

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

The nursery is well organised. Children benefit from knowledgeable management and staff who understand the requirements of the Statutory Framework for the Early Years Foundation Stage well. The inspection took place because Ofsted received a concern from another agency regarding recruitment and employment procedures. The inspection found that management have a good understanding of their responsibility to check the suitability of potential staff before employing them. The agency had also been in contact with the nursery and this prompted a thorough review of their procedures. Consequently, management made changes to their existing reference request form in order to gain more detailed responses from the referees. At inspection, management demonstrated that they have followed robust procedures when employing all staff. They take account of all the information they gather regarding the applicant and ensure suitability checks are completed. This includes references from previous employers, a formal interview, observation of practice, checking of qualifications and completion of Disclosure and Barring Service checks. Staff are given a clear induction to ensure they understand their roles and responsibilities. Staff also complete a probationary period when their work is more closely supervised. This enables management to ensure the member of staff's working practice matches the references received and management expectations. Therefore, management are able to ensure that staff are suitable to work with children and are effective practitioners who support children's learning and well-being.

Management and staff have a secure understanding of safeguarding. They complete daily checks to ensure the premises and equipment are safe. There are clear procedures for the arrival and departure of children, parents, staff and visitors to maintain the security of the premises. Management and staff complete initial child protection training and then regularly update this. There are clear procedures detailing arrangements for safeguarding children's welfare; including prevention of mobile phone use and what to do if there are concerns about a member of staff. This helps to ensure that everyone is fully aware of child protection issues and what to do if they have concerns about a child in their care.

Management and staff place a strong emphasis on promoting children's learning and development. They provide a nurturing environment and accurately monitor the progress children are making. Management and staff regularly evaluate practice in the nursery and each unit identifies their own action plan for improvement. This is incorporated within the plans for future development of the whole nursery. Management regularly observe practice in the units. They use this information to inform staff appraisals and supervision, as well as, identify areas for further development in the nursery. Overall, management use evaluation arrangements well to maintain good quality care and improve outcomes for children.

Parents are extremely happy with the nursery. They comment positively on effective settling-in routines, regular feedback about the progress children make and the approachability of staff and management. Parents feel well informed and involved in children's learning. They appreciate the good support they receive regarding children's individual needs. For example, they comment on how effectively management and staff respond to individual dietary requirements and the extra guidance they receive from the cook regarding menus and recipes. The nursery develops effective partnerships with parents. In addition, management and staff liaise closely with other professionals. This enables them to support children who receive additional help, such as from speech

therapists. Overall, children's individual needs are catered for well and they make good progress in their learning according to their individual capabilities and starting points.

### **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>	EY347403
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	955398
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Solents Childrens Centre Limited
<b>Date of previous inspection</b>	18/04/2011
<b>Telephone number</b>	01590 688972

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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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