

Orkidz Pre School

The Old Magistrates, High Street, Barton on Humber, North Lincs, DN18 5PA

Inspection date

Previous inspection date

05/06/2014

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

- The quality of teaching is good. Staff interact effectively with children's play and extend learning through using open-ended questioning.
- Children display good dispositions for learning. They are inventive, share learning and ideas with each other, persist with problems and find their own solutions.
- The provider monitors the pre-school well. She has a secure understanding of the strengths of the pre-school and the areas she is targeting for development.
- Partnerships with parents are a strong feature of the pre-school. Consequently, parents are fully informed of their child's progress and activities.
- Safeguarding is given a high priority. Systems for the safe recruitment of staff and monitoring of their ongoing suitability are rigorous. Good strategies are in place to teach children how to keep themselves safe.

It is not yet outstanding because

- Systems for recording children's progress are complex. Therefore, staff covering absences cannot easily access precise information on children's learning aims to ensure that their attainment levels remain as high at such times.
- There is scope to develop the already good standard of teaching by including all staff in the planning of activities, so that all staff consistently have the highest expectations of children's 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.

Inspection activities

- The inspector viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications, the nursery's self-evaluation form and assessments of children's learning and development.
- The inspector observed teaching, learning and care practices in the playrooms and garden.
- The inspector and registered provider undertook a joint observation of teaching practice and discussed this.
- The inspector took account of the views of parents who were spoken to on the day of inspection.
- The inspector spoke with children and staff during the inspection and held a meeting with the registered provider to discuss the leadership and management of the setting.

Inspector

Elisabeth Wright

Full report

Information about the setting

Orkidz Pre School was registered again in 2013 on the Early Years Register. This was due to a move in premises. It is situated in a converted premises in Barton-in-Humber, North Lincolnshire and is privately managed. The pre-school serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications, four at level 3 and two at level 2. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- streamline systems for recording children's progress, in order to sharpen the already good quality of teaching, particularly when key staff are absent
- build on the already good teaching skills of staff by increasing their involvement in the planning process.

Inspection judgements

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

Overall, children in the pre-school benefit from effective teaching by this skilled staff team. Therefore, they make good progress in all areas of their development. Children are provided with an appropriate balance of adult-led activities and opportunities to learn through their own play and experiences. Staff allow children to explore, experiment and find their own ways of doing things. A child manipulates play dough, adds cutters and frequently stops to review her efforts and make changes. She is intently focussed on her play and persists at her activity. Her key person watches her and appreciates the learning that is taking place. Therefore, she does not interfere and interrupt this process. Staff offer sensitive support to extend learning with open-ended questions that stimulate children to think creatively. For example, a member of staff joins in with children exploring musical instruments. She asks the children what sound the instruments make and introduces vocabulary to describe this. Children listen carefully and use words, such as 'tinkling' to describe what they hear. They develop good dispositions for learning, which supports their future learning when they move onto school. Children are supported to plan their own activities, find the resources they want and learn how to solve problems for themselves. A member of staff suggests to a child that they might need sticky tape to

mend a torn dinosaur mask. The child considers this and decides that what they really need is a longer piece of paper to fit around their head.

Staff demonstrate a good knowledge and understanding of their own key children. Strong partnerships with parents are effective in building a shared understanding of children's needs and abilities. This starts with a discussion and an assessment of children's starting points when they first come to the pre-school. Parents say they have regular information about their children's achievements and activities. Consequently, children are provided with continuity of learning in the pre-school and at home. Parents are fully included in the progress check for children between the ages of two and three years. The provider is continually developing systems of observation, assessment and planning. These ensure that children are observed and assessed in all areas of development. This means that any areas, which require more support, are promptly identified and action taken. However, the recording system is spread across several different folders. Therefore, it is difficult for staff who are covering absences to build up a comprehensive picture of a child's next steps in learning. This slightly reduces the precision with which teaching is targeted on occasions.

Staff are skilled at making use of naturally occurring opportunities to extend children's learning through their own play. In this way, a group of boys involved in boisterous, imaginative play in the garden are challenged to develop their ideas. They become focussed in designing, drawing, cutting and decorating the masks they need. Staff have high levels of concentration because they are interested in what they are doing. They then go on to use these masks to extend the narrative in their imaginative play. Children's current fascination with dinosaurs has been developed across the activities and environment indoors and outside. A member of staff inspires to children playing with small world dinosaurs to develop their mathematical development. They use comparative language as they decide which legs are 'bigger' or 'smaller'. They then compare these with their own legs and decide the 'bigger' dinosaur legs are 'smaller' than their own legs. Two children explore the dinosaur eggs and decide the baby dinosaurs must be 'very heavy'. Children use technology with confidence and familiarity. For example, a child using a compact disc player manipulates the controls and checks the numbers to find their chosen song.

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

Children are confident, secure and very much at home in the pre-school. The strong attachments staff build with them fosters their personal, social and emotional development very effectively. Children are emotionally strong and very well prepared for changes in their lives, such as moving onto school. Behaviour in the pre-school is very good. Staff provide good role models as they listen to children and give them time to explain themselves. Therefore, children listen to one another as they make plans together and organise play. Children are given consistent expectations by all staff, which helps them to feel secure. They play with friends and obviously enjoy each other's company. Staff praise their efforts, which gives them a positive sense of themselves and their own abilities. Children are eager to share their successes with staff and are proud of their achievements. A child sits with a wooden play shoe for a long period of time, trying to tie the lace into knots. The child tries several different methods and persists until they

achieve this with the whole lace. The child runs excitedly to a member of staff to share their success. The positive manner in which the member of staff joins in the child's celebration inspires them to try again with a second shoe.

Children develop a good understanding of keeping themselves safe. Staff give constant reminders of safety with explanations. This means that children understand how their actions affect the safety of themselves and others. The pre-school teaches children how to safeguard their own welfare. A recent visit from a police officer supported children's understanding of the differing roles of the adults they encounter. Robust strategies are in place to support children if they are unwell. The administration of medication is carefully recorded and consent from parents gained for each and every medicine. A high proportion of staff have appropriate first-aid training. This means that children are well cared for should they have an accident or injury.

Children's developing independence is given a high emphasis. Staff have a secure understanding of how routine activities are a key part of children's learning and development. Consequently, they utilise and value these opportunities. Children organise themselves well. For example, children fetch their own lunchboxes, choose where they sit, unwrap and organise their meal and pour their own drinks. Lunch time is a lovely, social occasion. Children chat with friends and take their time to eat and enjoy their food in a relaxed atmosphere. Parents are given guidance on healthy items for the lunch boxes. This, together with the nutritious snacks that are provided, ensures they benefit from a healthy diet.

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

The safeguarding of children's welfare is given a high priority by the pre-school. Recruitment procedures are robust in checking the suitability of staff to work with children. Their continuing suitability is monitored effectively. Staff know they have to disclose any changes and sign regular declarations to confirm this. The pre-school has an appropriate safeguarding policy in place, which is effectively implemented. Staff demonstrate a secure understanding of the signs and symptoms of possible abuse. They have a clear knowledge of how to proceed with the reporting of concerns, including taking action themselves should they feel this is necessary. The provider has a secure understanding of the requirements of the Early Years Foundation Stage. All required documentation is in place to meet these requirements.

The provider monitors and evaluates the pre-school provision very well. She has high ambitions for and expectations of the staff team. The welfare of the children is at the heart of her plans to continuously improve the service offered. Staff receive good levels of support and supervision. The provider is frequently in the playrooms and garden, observing and modelling good practice. New staff receive a thorough induction to ensure they have a secure understanding of their role and responsibilities. Their training needs are established through the supervision and appraisal system, which ensures these are well targeted. Training courses are followed up by staff evaluating what they have learned and reflecting on how this will change their practice in the pre-school. This ensures that

new methods and ideas are embedded in practice to benefit the children. There is scope to develop staffs' skills further by including all of them in the planning of activities. Regular team meetings support a shared ethos from the team as a whole. This provides consistency and continuity for the children.

Partnership working is a strong feature of the pre-school. The views of parents are actively sought and acted upon. An example of this is the introduction of a regular parents' evening, so that parents have more time to sit and talk to their key person. Parents spoken to at the inspection express a high regard for the quality of the provision. They feel their children make good progress and are prepared well for school. Parents say they are listened to and feel included and informed. The provider makes good use of the support offered by the local authority. She works closely with her advisor in evaluating and improving systems, documentation and practice. Her enthusiasm and pursuit of high standards is communicated effectively to create a committed and dedicated staff team.

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	EY473876
Local authority	North Lincolnshire
Inspection number	946357
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	48
Name of provider	Sharon Symon
Date of previous inspection	not applicable
Telephone number	01652661444

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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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