

The Orange Tree Day Nursery @ Hartshill

104 Hartshill Road, Stoke On Trent, ST4 7LT

Inspection date

Previous inspection date

19/06/2014

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 practitioners have a good knowledge and understanding of how to deliver the Early Years Foundation Stage effectively. Therefore, children make good progress in their learning.
- The learning environment, both indoors and outdoors, provides interesting and challenging experiences to meet the needs of children.
- There are effective strategies in place to support children's transition through nursery and to school. Consequently, children are emotionally well prepared for the next stage in their learning.
- Practitioners have a good knowledge of child protection and they know what to do if they have a concern about a child in their care. This means that children are fully safeguarded.

It is not yet outstanding because

- There is scope to work even more closely with parents to share information about 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.

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 room used and the outdoor play areas.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to members of staff throughout the inspection when appropriate.
- The inspector spoke with the registered provider.
- The inspector reviewed policies and documents provided.
- The inspector saw evidence of the suitability and qualifications of practitioners working with the children, and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Michelle McMaster

Full report

Information about the setting

Orange Tree Day Nursery @ Hartshill was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Hartshill, Stoke-on-Trent, and serves the local area. Children are cared for across several rooms, both upstairs and downstairs, and have access to a large enclosed outdoor area. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery also runs a before and after school club. Children attend for a variety of sessions. There are currently 69 children on roll, 64 of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It receives funding for the provision of two-, three- and four-year-olds. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and 11 hold level 3 and above, including one with a foundation degree. The nursery 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:

- build on the already good partnerships with parents in order to promote an even more effective sharing of information about children's learning.

Inspection judgements

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

Children are happy, confident and settled at nursery. This is attributable to the positive relationships formed between children, parents and practitioners. The learning environment is well resourced, both indoors and outdoors, providing stimulating and interesting activities for children across all learning areas. Children are provided with plenty of opportunities to explore their environment independently. This allows children to find out how things work, practise new skills and be involved in their own learning through play. For example, children in the pre-school choose to play quietly on a computer to practise using a simple program, while younger children in the toddler room show concentration to use brushes and paint to make pictures again and again.

The quality of teaching is good and children make good progress in their learning. Practitioners have a good knowledge and understanding of the Early Years Foundation Stage. They gain children's starting points from parents when they join nursery, and they assess and track the progress children are making through regular observations in all areas of learning. Practitioners use this information to plan for children next steps in their learning. Children's next steps are shared informally with parents as they pick up children from nursery, and a progress report is provided to parents regularly with suggestions for

learning to be carried on at home. However, there is scope to promote an even more effective sharing of information about children's learning. Parents are invited to share children's 'wow' moments and can contribute towards their children's learning profiles. Where children have special educational needs and/or disabilities, key persons liaise with the special needs coordinator and other professionals, such as a speech and language therapist or portage workers, to ensure children's needs are being met and good progress is being made. Staff from the local children's centre join the nursery on a Friday to provide additional support for children with speech and language difficulties. Visual aids are in place for children who speak English as an additional language.

Practitioners support children to make good progress in literacy. Children have lots of opportunities to recognise their own names through the use of name cards, place settings and a self-registration system. Practitioners support children to identify rhyming sounds, in words they hear when playing a rhyming game and in a story. Children develop their mathematical skills through playing games, by counting the dots on a dice in play and matching numbers while playing with cars. Practitioners skilfully use different strategies to encourage children to keep trying if they do not always get it right first time. For example, when a child does not recognise a number first time, the practitioner supports the child by counting in sequence and the child tries again to get the correct answer. Babies develop their physical skills by climbing on and off rocking equipment and exploring sensory objects. Practitioners follow children's interests and respond to help develop their language skills. For example, a baby rocks on a horse and begins to sound out a nursery rhyme, and the practitioner responds by singing along to help the child to learn the words.

Children receive lots of praise and encouragement from practitioners, and therefore are motivated to continue with their learning. Children take pride in their achievements and happily show their work to all practitioners, who respond appropriately.

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

There is a well-established key-person system in place which helps children feel secure and promotes their independence. There is a settling-in process in place to support children and parents when joining nursery. Practitioners respond to children's emotional needs until they feel ready to play. For example, when a younger child is upset on arrival, his key person stays close and plays with him until he is settled and ready to play and explore on his own. Babies are provided with lots of cuddles and comforters until they are ready to play. The nursery offers children the opportunity to play in the extensive outdoor area several times throughout the day, meeting the needs of children who have a preference to learn outdoors.

Children are encouraged to be independent by offering them choice in their play and are supported to wash hands independently after activities. Children are given small tasks through the day to increase their confidence, such as taking responsibility for counting the children before they go outdoors and setting out cutlery for meals. Practitioners set clear boundaries by reminding the children about how to behave at nursery and to respect each other. For example, children are reminded to have kind hands and that all children are friends at nursery. They role model good manners and praise children when they use

'please' and 'thank you'. As a result, children's behaviour at the nursery is very good.

Children are emotionally well prepared by practitioners to transition through the different rooms at nursery and for starting school. In the role-play areas, children eagerly dress up in school uniform and there is a book made by nursery with photographs of school and the teachers to help with familiarisation. Additionally, children visit nearby schools to meet with teachers, and practitioners support children to recall their visits and talk about their feelings. The nursery liaises with effectively with the schools to support children during this transition.

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

The nursery has recently changed ownership and has undergone an extensive refurbishment to both the indoor and outdoor play areas. There is a self-evaluation system in place which gains feedback from practitioners, parents, children and other professionals. This has resulted in an action plan being devised and significant improvements are already in place. As an example, the size of key groups are now smaller, allowing key persons to spend more time with their key children, and free-flow play has been introduced.

The manager has retained a team of practitioners who are experienced and well qualified. As a result, the quality of the learning environment and planned activities support children's learning well and they make good progress. There is an effective safe recruitment process and there is also a process to induct any students who have a placement. Parent partnerships are generally good and a number of strategies are employed to engage parents with their children's learning, such as newsletters, open days, mother's days, sharing of learning profiles, parent questionnaires and communications regarding children transitioning to school. The manager has a system in place to track children's learning to ensure they make good progress, and supports the special needs coordinator to liaise with other professionals as necessary. The progress check for children between the ages of two and three years is completed and shared with parents.

The manager and her team have a sound knowledge of safeguarding of children and there are procedures in place to safeguard children. Practitioners review the safeguarding policies regularly at team meetings. There is a programme to support practitioners' development and improve their practice. This involves the manager holding regular staff meetings, supervisions and annual appraisals with the team of practitioners. Practitioners are encouraged to be reflective in their practice and carry out self-evaluations on their performance and record it in a diary. This is reviewed with the manager, and she is supported by an area development manager from the group of nurseries the setting belongs to, in order to address any training needs. There is a training plan in place.

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

Unique reference number	EY472884
Local authority	Stoke on Trent
Inspection number	950349
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	69
Name of provider	Jacqueline Claire Mason
Date of previous inspection	not applicable
Telephone number	01782 747270

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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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