

Orangutans Day Nursery

50 Barton Road, Urmston, MANCHESTER, M41 7WA

Inspection date

Previous inspection date

04/08/2014

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, and as a result, children are eager and motivated to learn. Staff are skilled in providing for their individual needs, ensuring that every child makes good progress considering their starting points.
- Children are very settled and content, because all staff provide a caring and nurturing environment that effectively promotes their emotional well-being.
- Safeguarding procedures are very strong. All staff have attended safeguarding training and have a good understanding of their responsibilities to keep children protected and safe from harm.
- Partnerships with parents are effective. As a result, children's needs are met and parents are extremely positive about the care and education their children receive.
- There is a very strong leadership and management team, who offer guidance and support to all staff. Effective team working means that children's care and learning is promoted to a good level.

It is not yet outstanding because

- The organisation of daily routines occasionally interrupts children's play and learning unnecessarily.
- Partnerships with local schools are not yet fully established, in order to effectively support children and their families during times of change.

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 had a tour of the premises.
- The inspector observed teaching and learning activities in two playrooms and the outdoor area.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector conducted a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of all staff working with the children.
- The inspector reviewed a selection of documentation related to children's learning and welfare and the nursery's self-evaluation and development plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Joanne Parrington

Full report

Information about the setting

Orangutans Day Nursery was registered in 2014 on the Early Years Register. It operates from a large, two-storey, converted dwelling close to the Trafford Centre, Urmston in Manchester. Children under the age of three are cared for on the ground floor and pre-school aged children on the first floor. All children share access to an enclosed outdoor area. The nursery serves the local area and the wider community. It operates Monday to Friday, between the hours of 7.30am and 6pm, all year round, with the exception of public holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 24 children attending the nursery who are all within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. The nursery employs five members of childcare staff, including the manager, all of whom hold appropriate early years qualifications. These include; one member of staff with a foundation degree, two with qualifications at level 3, and two who are qualified at level 2. The nursery also employs a full-time cook and a full-time administrator. The setting receives support from Trafford 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 daily routines, such as snack time, so children's play and learning is not interrupted unnecessarily
- build further on partnerships with the local schools to develop strategies to support children's emotional development as they prepare to move on to the next step in their learning.

Inspection judgements

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage and provide a stimulating environment where children are able to independently choose from a selection of toys and resources. Each room provides children with the freedom of movement and choice in their learning. There are a wide range of quality resources available that children use in a number of ways, to stretch their skills. Resources are presented at a low level so children can access them freely. Staff plan flexibly for the children, using their good knowledge of children's interests and developmental needs. For example, some of the children's mothers are expecting a baby and staff have adapted areas within the continuous provision to reflect this change that is about to happen. Resources, such as, dolls, nappies, wipes, cots, blankets, bottles and tins of formula milk

have been added to the pre-school role play. This is further supported with the introduction of age-appropriate books in the book corner and pictures to support their imaginative play. Staff deliver strong and consistent teaching, that is tailored for each individual child and covers the seven areas of learning. As a result, children make good progress in all aspects of their learning and development. Planning arises from accurate observations of children's efforts and achievements as they learn through play. Children have opportunities to engage in child-initiated play as well as experiencing a variety of adult-led tasks. The good quality teaching ensures staff make good use of activities that are age and stage appropriate. Staff effectively further support children who speak English as an additional language, through using keywords in their home language, provided by parents.

Children thoroughly enjoy their time at the nursery as they learn to socialise and make friends. They use all areas, indoors and outside, as they explore, investigate and discover their world around them. Staff know the children well, using information about starting points, established with parents when they first visit, to get to know them. Toddlers acquire the skills to support their physical skills and sensory experiences when taking part in adult-led activities. For example, they roll and knead the play dough mixture they are making as staff effectively support their language development through using age-appropriate language, such as, soft, smooth, roll and mix. The toddlers express delight and thoroughly enjoy this age-appropriate activity. Outside, pre-school children search in the depths of foam for objects. Staff ask them, 'what can you feel?' 'what does it feel like?' Staff give encouragement and praise throughout. Children are delighted when they find an object and begin to describe the feel. Staff ask 'What do you think it could be?' children begin to describe what they are feeling. As a result, children are using describing words to express their findings. After taking part in the foam activity the children's hands are covered in foam. Staff used this opportunity to give the children the chance to think critically about how to clean their hands. As a consequence, children go into the role-play house turn on the tap and placed their hands underneath. When nothing comes out, they say 'not working' and walk over to the outside tap, demonstrating persistence and a clear ability to test out ideas in order to solve problems. Occasionally, children's learning is interrupted unnecessarily because they have to stop for snack at a set time, rather than helping themselves to food and drink when they need it or have come to a natural break in their play.

Staff build secure partnerships with parents and value their contributions. They gather information from parents about their children's individual interests on entry through an all about me document and in-depth discussions. This provides staff with an overview of children's starting points. From this, and with the addition of staff's initial observations, a baseline assessment is created. Staff use this to plan activities to support children's next steps in their learning and development. Staff use a tracker document to note children's progress over time. Relevant support and guidance documents are used as a reference to allow them to identify if children are operating within the expected bands of development for their age. Individual learning journals are in their infancy, as many children have only been attending the setting for a number of weeks. However, these provide clear information about children's activities and learning. Parents are invited to be part of their child's development and are encouraged to share information about Wow moments that happen at home. Staff also share information about individual next steps and key things they are working towards at the nursery. For example, parents of children attending the

baby unit are given a copy of the rhymes babies enjoy. This enables the parents to continue to sing these with their children at home, building on their prior learning.

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

Children and their families are warmly welcomed into this friendly nursery. Children have their own designated peg and named basket, which they use daily to hang their coats and store their belongings. Therefore, children's sense of belonging is strong. An effective key-person system means that staff support children's emotional well-being. There is a gradual admissions process in place which allows children and parents to build warm relationships with staff. As a result, children are very happy and settled. Within the baby unit, when new children visit they are settled, because staff place high focus on their emotional well-being, creating a calm, welcoming and nurturing environment. They work closely with the parents, and together complete an in-depth information form about their child's care routines and needs, so that staff can support each child accordingly. Procedures and key persons ensure that children are well prepared for their next stage in learning. Transition records are passed onto the next room in nursery, so children are able to continue learning from their current stage.

Staff know their key children very well and adapt activities according to their preferred learning environment. This gives children the best opportunities to learn and be engaged. All children are encouraged to spend time in the fresh air and to participate in physical activity on a daily basis, to develop their physical skills. They learn about good hygiene routines and from a young age are encouraged to independently take themselves off to wash their hands, with a member of staff close by for support. They all know they must wash their hands after using the toilet, before eating, and when they come in from their adventures outdoors. Staff talk to children about the importance of washing their hands to make sure they are clean before they eat snacks and lunch, to make sure there are no germs. Children independently enjoy tucking into their healthy, well-balanced, cooked lunch and confidently use their cutlery. Meal times are sociable occasions where the small numbers of children sit together with staff. Staff talk to children about what they are eating and ask them what they like best. This allows staff to gain an understanding of children's likes and dislikes. Dietary needs and preferences are discussed with parents and are adhered to carefully to maintain children's good health and well-being.

Children are beginning to take some calculated risks in their play and this helps them to understand dangers in the environment and their individual limitations. For example, outdoors, children climb the wooden frame with skill and take their time to reach the top before they slide down the slide. The pre-school children demonstrate their understanding of being safe when walking down the stairs to go and play outside. They are clear on the procedure of walking down the stairs in single file and holding on to the hand rail. Children also develop their awareness of road safety when they walk to the local park and on their outdoor adventures. As a result, children learn good road safety awareness skills, which prepare them well for future learning. Staff are positive role models and deal with children's behaviour accordingly and consistently. On the rare occasion staff do have to intervene, they get down to children's level and talk to them calmly, explaining the importance of being kind to their friends. Staff use praise and encouragement and value

the achievements that are made, therefore, promoting children's confidence and self-esteem. The staff model courteous language, such as 'please' and 'thank you' so children learn from their example.

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

Safeguarding procedures in the nursery are rigorous and effective in ensuring that children's welfare, care and development is assured. Staff have completed safeguarding training and demonstrate a high level of understanding about their role to protect children in their care. They know what procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. The contact numbers of the relevant agencies are readily available. Staff supervise children well, consequently, children are suitably protected. Procedures regarding the use of mobile phones and cameras in the setting are clear and are implemented effectively by the setting. Robust, safer recruitment and selection procedures are followed to help check that new staff are suitable for their roles. Staff induction processes are in place and staff are further supported through appraisals and supervisions to improve their practice. Although these are in their infancy due to the short amount of time the nursery has been open, these are effective in highlighting areas of strengths and areas for further personal development. Staff have paediatric first-aid training and are confident in dealing with issues that may arise.

The learning and development requirements are clearly understood by the manager and staff. Teaching is good and ensures that children's learning and development is given high priority. Staff are qualified with a range of experience and as a team, they consistently plan for and review children's learning. The manager monitors the staff's assessment of the progress children make across all areas of learning and has begun to analyse the data to identify any areas of learning where children may have gaps. This enables her to identify any possible further training needs for staff and to ensure any identified gaps in children's learning are speedily addressed. This contributes to the nursery's ongoing commitment to further improvement and to provide the best outcomes for all children. The manager monitors the quality of teaching through direct observations, reviewing the outcome and setting performance targets for staff members. Staff carry out peer observations. These are an honest and critical reflection of staff practice, which raise the quality of practice.

The manager has been in post since May 2014 and has made many strong and effective improvements in the short time she has been in post. She has a very good understanding of the strengths and areas which needed improvements and has acted on these swiftly together with the support of the providers and staff, promoting a collaborative approach to driving improvement. Parents comment on how well their children are gaining skills for the future and express their deep appreciation of the progress their children are making and the friendly, caring approach of the staff team. The nursery staff build positive partnerships with other professionals, which actively help to meet the needs of individual children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474346
Local authority	Trafford
Inspection number	955848
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	24
Name of provider	Orangutans Child Care Ltd
Date of previous inspection	not applicable
Telephone number	07879490785

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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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