

# Orchard Nursery

Orchard Nursery School, Ketteringham Hall, Church Road, Ketteringham, WYMONDHAM, Norfolk, NR18 9RS

## Inspection date

16/05/2014

Previous inspection date

28/09/2010

## The quality and standards of the early years provision

**This inspection:**

4

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 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to notify agencies with statutory responsibilities of an allegation against a member of staff and failed to inform parents that an incident had occurred.
- Children's behaviour is not always managed consistently by all staff. This hinders their learning and puts themselves and others at risk.
- Children's independence is not fully promoted at meal times, by providing opportunities for children to set out the cutlery and in supporting older children to serve themselves.
- Planning of some group activities, does not take full account of the needs of all the children taking part. Consequently, some children lose focus and are uninterested.

### It has the following strengths

- Children are provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources that support their learning and development.
- Good levels of support for children with special educational needs and/or disabilities means they make strong progress from their starting points and gaps in learning for those children are narrowing.
- Children benefit from fresh air and exercise as they have plenty of access to the outdoor environment. They also benefit from spending time taking part in forest school activities. These experiences support their physical development and good health.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities in the indoor and the outside learning environment, including the forest school area.
- The inspector held a meeting with the manager and business owner and spoke at appropriate times to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and the provider's self-evaluation and development plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Linda Newcombe

## Full report

### Information about the setting

Orchard Nursery was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the grounds of Ketteringham Hall, in Norfolk and is privately owned. The children are divided into four group rooms, all of which have access to outdoor play areas. The nursery serves the local area and is accessible to all children. The nursery employs 16 members of staff; all of whom hold appropriate early years qualifications at level 2 or above, the highest being Early Years Teacher Status. The nursery opens Monday to Friday, from 7.45am until 6pm, all year round, except for bank holidays. The setting takes children aged from three months to five years and there are currently 79 children on roll. Children attend from the local and surrounding areas for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. Children regularly go on outings within the hall's grounds and participate in forest school activities.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- implement the safeguarding policy so that any allegations made against a member of staff are managed appropriately and notify agencies with statutory responsibilities of allegations against members of staff, without delay
- ensure a consistent approach to behaviour management is implemented and monitored by leaders and managers.

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

- review how larger group activities are managed, to ensure that all children are well supported to remain focused and engrossed in their learning
- develop children's independence at meal times further, for example, by enabling older children to put out the cutlery and to serve themselves.

## Inspection judgements

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

Children make good progress in their learning and development. The quality of teaching is good, staff involve themselves in children's play and activities to support children securely

and they provide challenge to their learning. For example, with the support of an adult, children find different ways to transport water from one area to another. This extends their critical thinking skills and develops their understanding of that tools can be adapted for a purpose. An effective monitoring and assessment system is in place. Staff complete detailed observations of the children and from these they are able to plan for children's individual learning. Staff have a good knowledge of the seven areas of learning and understand about child development. They use effective teaching strategies to provide children with a wide range of interesting, stimulating and challenging activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for the next stage in their learning. Where there are concerns about a child's progress, staff work closely with parents and relevant agencies to successfully identify and support any gaps in their learning. As a result, some children receive one-to-one support. Consequently they enjoy a good range of adult-led activities that concentrate on promoting effective language and communication skills. Children have individual development folders, which are accessible to both children and parents. Each folder contains photographs of the children, examples of their creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's learning and development.

Staff understand the importance for children to learn through play and exploration and children are keen to take part in a wide range of stimulating activities. They sit and chat with the children as they play, talking to them about what they are doing and asking questions. This encourages children to use their language skills and to develop their vocabulary through discussions. For example, during a walk to the forest school, children talk expressively about what they see on the walk there. Children engage in activities effectively and concentrate well. They make choices from a range of art and craft materials, stimulating their imaginations to create their own designs. Children are becoming active learners as they freely move around selecting what they want to play with. This helps them develop good levels of independence and encourages their physical development. This is enhanced further due to the well-organised outdoor space, which encourages children to use problem-solving and construction resources skills. For example, children create a run for cars to roll down, using different lengths of bamboo pipe. Circle time activities, including singing, help to support children's good listening skills. Staff use props effectively to promote children's developing awareness of colour and number recognition. However, occasionally these activities can go on for too long, resulting in some children losing focus or becoming distracted from the activity.

Partnerships with parents are good. Staff work closely with parents to support children's learning from the start. Ongoing, daily discussions ensure that parents remain involved and up to date about their child's progress. Parents contribute towards initial assessments of children's starting points by sharing information about their children's current interests and likes. Key persons use this information to plan effective learning opportunities tailored to children's individual needs. Ongoing observations and assessments are then tracked to ensure any gaps in children's learning are identified. Progress reports are completed periodically and shared with parents, including the progress check for children between the ages of two and three years. This ensures children who might need additional support in their learning are quickly identified and early intervention services are implemented effectively to make certain they receive targeted support when they move on to school.

Development folders are available for parents to view and regular discussions with key persons keep them informed about how their child is meeting the expected milestones for their age. In addition to this, parents are invited to attend a yearly parents' evening, where they have the opportunity to discuss their child's progress with their key person.

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

Behaviour in the nursery is usually managed appropriately. There is an appropriate behaviour management policy in place, which all staff are aware of. Staff use simple, age-appropriate explanations that help children to understand the consequences of their behaviour. As a result, children develop a suitable understanding of what is right and wrong. However, a recent incident involved a staff member using inappropriate behaviour management with a child. Consequently, this has highlighted inconsistency in how staff implement the behaviour management policy, which could adversely affect a child's well-being. Furthermore, weaknesses in the implementation of the nursery's safeguarding procedures, do not sufficiently protect children. Most children who attend the nursery develop secure attachments with their key person and other children in the setting. The nursery is bright and welcoming and parents comment that it is well organised. When children enter the nursery, they enjoy short settling-in sessions with their parents. This helps the smooth transition and promotes some continuity in their care. As children progress through the nursery, movement between rooms is managed well. As a result, children's emotional well-being is supported during periods of change. Staff discuss these changes fully with parents, to ensure children are well prepared. Daily routines generally support children's growing need for independence. For example, children learn to put their own wellington boots on when playing outside. However, opportunities are missed to further develop children's independence at meal times, by enabling children to set out the cutlery and supporting older children to serve themselves.

Indoor and outdoor space is effectively organised to provide a stimulating and welcoming environment for children. Resources are successfully deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. Daily routines are followed after talking to parents to ensure they are consistent with home routines. Children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can access. This shows children's increasing independence in making decisions about their own play and learning. Outdoors, children play imaginative pretend games and make good use of the physical play equipment to develop their skills, such as balance and coordination. Children have the opportunity to play alongside other children as they play in the water or build models. Children are encouraged to risk assess for themselves and this means they begin to learn how to keep themselves safe. For example, children at the forest school learn about boundaries, as they climb trees and explore the wooded area.

Babies and very young children are encouraged to feed themselves. Older children manage their own personal hygiene as they begin to go to the toilet and wash their hands with the support of an adult. Children are cared for in a clean and suitably organised environment. Resources are organised and labelled to support children's developing independence. Babies, enjoy a comfortable environment, which supports their developing

needs reasonably well. Children develop a suitable awareness of how to keep themselves safe because they practise the fire evacuation routine regularly. They learn how to use resources, such as knives, safely and with control. This means that children do have some awareness of how they can keep themselves safe. Children enjoy healthy snacks prepared in the nursery, while lunch is freshly prepared by a local catering company and delivered to the nursery. Dietary needs are catered for and alternative options are available, such as vegetarian meals. This means children can make choices about the food they eat. Children's developing independence is supported as they learn about personal hygiene through everyday routines, and as a result, they can attend to their own self-care needs when they move on to school. They are keen to help with everyday tasks and they show pride in being chosen to do them. For example, children help to tidy away the toys before having lunch. Staff value children's backgrounds and encourage them to value each other and celebrate their differences.

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

This inspection was brought forward by Ofsted as a result of concerns relating to the behaviour of a member of staff towards a child. At the time of the incident, the manager was on holiday and the deputy, and subsequently the proprietor, dealt with the concern. The inspection found that although the provider investigated the allegation of inappropriate behaviour management of a child, by a member of staff. They had not followed their safeguarding procedures, consequently, the appropriate authorities were not informed as soon as they should have been. This represents a significant weakness in practice and breaches the safeguarding requirements of the Early Years Register and the Childcare Register. The setting has a clear safeguarding policy and procedure that meets the requirements of the Early Years Foundation Stage. However, this was not implemented effectively on this occasion. All staff understand their responsibilities in reporting concerns against a member of staff. However, the provider has failed to inform the Local Authority Designated Officer, who is responsible for overseeing all allegations against adults working directly with children. This has an immediate impact on the safety of children as the provider is unable to grasp the seriousness of the concerns or to follow their own internal procedures.

There are successful vetting and recruitment procedures in place, including detailed induction procedures that ensure all persons employed are suitable to work with children. The premises are secure and all visitors are required to sign the visitors' book to further safeguard the children. In addition, children are supervised well both indoors and outdoors. The manager and staff have a good understanding of the learning and development requirements. The management team have a clear vision for the future and demonstrate a commitment to continuous improvement. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires and children are encouraged to express their views. All the actions and recommendations from the last inspection have been successfully addressed to enhance the learning for the children. Identification of priorities through self-evaluation and implementing these provides continued and systematic improvement to the quality of the setting. Staff performance is monitored through regular meetings, one-to-one supervisions

and annual appraisals. Regular opportunities to develop staff knowledge and skills are offered through attending training courses, and a training matrix is in place to ensure all relevant training is completed, such as first aid and safeguarding. There is a well thought out planning system to ensure that staff cover each area of learning with a balance of adult-led and child-initiated activities. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority and from training courses.

The nursery liaises closely with local schools, other settings that children attend and outside agencies, to ensure that they fully support children's continued learning. Partnerships with parents and carers are generally good. Staff have worked hard to build trusting relationships with parents and parents value the setting and what it offers their children. However, management have failed to inform parents that an incident had occurred, involving their child. This represents a serious breakdown in communications between the nursery and parents. Staff have developed good relationships with the local school and share information around children's care and learning, to support smoother transitions. This is particularly good in relation to children with special educational needs and/or disabilities. For example, key persons have planned to go with the children on their transitional visit to school, helping them to settle and become accustomed to their new surroundings. The setting is well structured and completes all the essential paperwork, such as children's information, accident records and a record of their attendance. All policies and procedures are shared with parents so they are aware of staffs' responsibilities towards their children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY399869
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	974436
<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>	50
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Hall Farm Nursery School Ltd
<b>Date of previous inspection</b>	28/09/2010
<b>Telephone number</b>	01603 813240

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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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