

Orchard House Nursery

Orchard Street, Tamworth, Staffordshire, B79 7RE

Inspection date

02/09/2014

Previous inspection date

28/02/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Leadership and management are inspiring. The management team work extremely well together to maintain the highest levels of achievement for all children, including those who speak English as an additional language. As a result, the quality of teaching is exceptionally high and children make outstanding progress in their learning and development.
- Staff have an excellent understanding of how to effectively safeguard children and protect them from harm. They follow robust safeguarding practices that are underpinned by detailed policies and extensive ongoing training, so that all staff fully understand their individual responsibilities.
- Children are exceptionally happy and content to be in this stimulating and vibrant nursery. Staff have developed strong attachments with children. They nurture children and foster their emotional well-being exceptionally well.
- Staff monitor children's progress very closely, ensuring that any gaps in their learning are targeted through purposeful, challenging activities. They skilfully set up the indoor and outdoor learning environments, to provide children with a wide range of activities that promote children's development in the seven areas of Early Years Foundation Stage.
- Partnerships with parents are extremely strong. Parents are constantly provided with a wealth of information to inform them of their children's progress, and are involved in planned activities and special days held at the nursery.

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 play and learning activities, and spoke to staff and children indoors and outside.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information, and spoke to their key persons
- The inspector held a meeting with management and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.

Inspector

Kerry Wallace

Full report

Information about the setting

Orchard House Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and operates from a converted single-storey coach house building in Tamworth, Staffordshire. It serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 58 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. They also support children who speak English as an additional language. There are currently 11 staff working directly with the children. Of these, 10 have an appropriate early years qualification. One has a qualification at level 5, eight have qualifications at level 3, one of which is currently studying towards a Foundation Degree, and one has a qualification at level 2. There is an apprentice who is currently studying towards a qualification at level 3. The nursery also employs an administrator, cook and supernumerary. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance the already vibrant outdoor area, for example, by providing children with more opportunities to further develop their mathematical skills.

Inspection judgements

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

The quality of teaching in the nursery is exceptionally high. This is because staff are fully aware of the learning and development requirements of the Early Years Foundation Stage. They use their expert knowledge to provide children with a wide variety of well planned activities. Children's communication and language development is supported very well in all activities and during parts of the children's routine. For example, children are encouraged to listen to story tapes using headphones, sing welcome songs during circle time and constantly supported by staff as they listen to what children say and respond appropriately. Children are encouraged to become critical thinkers as staff ask them a range of open-ended questions during their play. Children who speak English as an additional language are well supported by staff who are tuned in to their individual needs. For example, staff provide children with nursery rhymes in their home language, so they can enjoy music and dancing activities with other children. There are many displays of everyday words in children's home languages, and staff are supported in their pronunciation of words in order to fully support children. Staff make a conscious effort to

speak with children in their home language, using some sign language to support this when necessary. As a result, children who speak English as an additional language are very well supported in the nursery by dedicated and enthusiastic staff. Pre-school children enjoy daily phonics activities. They participate in well-planned, daily circle times that promote their early literacy skills as they identify days and months. Children come together as a group and respectfully listen to each other, and are prompted to answer questions about the weather and different seasons. This helps children to acquire very important skills and attitudes in readiness for the move on to their future learning at school.

Children's physical development is promoted exceptionally well, as they participate in regular movement to music sessions and enjoy being active and dancing to favourite songs. Their fine motor skills are well supported as they are provided with an array of small tools to mould dough and malleable materials. The outdoor area has been extensively renovated since the last inspection, and children explore resources and equipment independently. It is well organised to promote their development in most areas of learning. However, there are not enough resources to visually support and enhance children's already good mathematical development. Children learn about looking after pets and how to care for living things in the nursery. For example, they have a pet tortoise that they care for and take outside to exercise. Staff have provided factual information about their pet and encouraged children to name him. Children excitedly tell visitors about their pet and what he likes to eat. They grow a wide array of vegetable produce in the outdoor area and enjoy being part of their 'gardening club'. Children learn about different vegetables and harvest these to eat during snack time or include them in cookery sessions. Consequently, children make exceptional progress in their learning and development.

Staff have devised very good systems to observe and assess children's development. Parents are involved in their children's learning and care from the outset, and provide staff with a wealth of personal information about their children. Staff use this as a starting point to plan activities that will interest and engage children. Baseline assessments are carried out that clearly show children's starting points and regular observations highlight children's next steps in their learning. The progress check for children aged between the ages of two and three years is completed very well and in time to share with other professionals, such as health visitors. This means that children are well supported by staff and other professionals to ensure they make outstanding progress in their learning and development.

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

Children are exceptionally happy and content to be in this vibrant and stimulating nursery. They benefit from a well embedded key-person system that fully supports their emotional well-being. The well-qualified and experienced staff are deployed very well around the nursery. Management maximise individual staff's knowledge and expertise when allocating groups of key children. Babies and toddlers form strong attachments with staff that are calm and understand the needs of very young children. For example, staff sit on carpets and encourage children to build towers out of bricks, and they sing action songs that

children will be able to follow and enjoy. Children go to their key person for cuddles and engage with visitors by offering toys to play with. This shows that they are emotionally secure and feel very safe in the company of adults who they are unfamiliar with. Older children are very confident and animated with each other, staff and visitors in the room. They are exceptionally well-behaved and play cooperatively together, sharing toys and resources. Staff manage children's behaviour well. They are skilful in noticing when a situation may arise and, when necessary, divert children's attention, so that they are distracted and offered alternative resources. They carefully explain to children about why it is important to share toys, encouraging them to wait until it is their turn. This strategy works very well and means that children are beginning to respect the needs and wishes of other children.

Staff foster children's emotional well-being exceptionally well. They begin to prepare pre-school children for their move to school, by talking about school routines and ensuring that they are able to attend to their own personal needs. Children bring in their physical exercise kit and are encouraged to emulate what it will be like when they move on to school, as they have to undress themselves and ensure that their belongings are together. Younger children are prepared for their move up to groups within the nursery very well. The layout of the nursery ensures that they become familiar with all staff and are able to spend time with older children. Staff utilise opportunities for children to visit groups and spend time with their future key person. The strong skills of all key persons, in addition to the very good transitional arrangements, help children to gently adjust to the changes in their next stages of learning. Consequently, children are emotionally well prepared for the forthcoming changes in their future learning.

Children's independence is promoted very well as they access resources and equipment by themselves. They are developing the ability to assess risk and manage their own safety in the nursery. This is reinforced by staff that are close at hand and know when to intervene to keep children safe. For example, children build an obstacle course outside and slowly move around different obstacles and equipment to ensure they do not fall. Staff remind children about what might happen if they move too quickly and children listen and manage their physical well-being very well. Children learn about being healthy and regularly partake in physical exercise, both indoors and outside. They enjoy healthy snacks and are actively involved in preparing and clearing up afterwards. Children become engrossed in washing up cups and plates, and they enjoy being responsible for routine tasks. Staff use this opportunity to talk to children about being healthy and discuss what home routines are like for children. Parents spoken to praise staff for their dedication in caring for children and ensuring they make good progress in their development. There are lots of positive comments written down in the parent's and visitor's comment book, with many 'thank you' cards displayed. This shows how parents appreciate the care and learning opportunities constantly offered to their children.

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

Leadership and management are inspirational. The management team consists of the registered person, administration manager and childcare manager. Together they pursue

high standards across all areas of the Early Years Foundation Stage, and are fully aware of their responsibilities in meeting the safeguarding and welfare requirements. Safeguarding is given the utmost priority, ensuring that children's safety and well-being is paramount. Managers ensure that all staff are kept up to date with policies and good practices. They reinforce this during team meetings as they discuss recent cases of child abuse reported in the national media, so that staff are made aware of the importance of good practice and consider the impact on children when this is not carried out. As a result, staff prevent the inappropriate use of mobile phones and cameras in the nursery. Visitor identification is requested and recorded, so staff have an accurate record of all visitors. Detailed written risk assessments and daily visual checks are carried out to ensure that the environment is safe and secure. There are robust recruitment procedures in place to ensure that all staff are suitable to work with children. All staff receive current training on child protection, so that they are aware of how to identify when a child is vulnerable and if families are in need of additional support. Consequently, children's safety and well-being is promoted extremely well.

Management monitor staff practice and performance exceptionally well. They conduct regular supervisions and annual appraisals that allow an effective two way flow of communication about future training needs. There is a comprehensive training plan in place that ensures all training needs are fully met. Managers encourage staff to cascade new information to all members of staff during team meetings, so that practice is consistent and children have continuity in their learning experiences. For example, information from a course promoting children's early literacy skills was shared with all staff to promote enhanced practice amongst the staff team. This means that they are able to improve their already first-rate knowledge and practice, so that the quality of teaching is of a consistently high standard. Peer observations are carried out and used to identify areas that require monitoring. Managers are constantly evaluating the effectiveness of their provision. They monitor all accidents on a monthly basis to establish if they can adjust the physical environment to improve children's outcomes. Their self-evaluation and improvement plan are used as working documents, and are updated as changes are made to the nursery. Managers are proactive in addressing identified areas for improvement, such as renovating the outdoor area, so children are given more opportunities to access outdoor play through the various seasons. All previous recommendations from the last inspection have been successfully actioned. Parents are now given regular opportunities to view and discuss their children's progress.

Partnerships with parents, other settings and wider professionals are promoted extremely well. Parents are involved in their children's learning and development from the onset, and they are welcomed into the nursery. The reception area provides a wealth of information for parents and visitors, helping to support parents in different aspects of child development. For example, managers have simplified comprehensive policies into useful parent information sheets to explain about aspects of children's behaviour. Staff promote parent engagement through parent's evenings, social occasions and informal meetings, so parents feel confident to discuss any aspect of their children's learning and development. Leaver's questionnaires are used to formally seek parent's views and help managers to evaluate their provision. Managers have worked hard to involve reception teachers in helping children to prepare for their future move to school. They are invited into the nursery to spend time with the children and, in return, children attend taster days. Staff

use this time to discuss children's development and share information that may help settle children into school. Consequently, relationships with other settings are very well promoted. Staff work well with other professionals, such as health visitors, and speech and language therapists. They seek additional support for children who speak English as an additional language, and have exceptionally high expectations in meeting their needs. As a result, children make first-class progress in their learning and development.

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. 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	EY273551
Local authority	Staffordshire
Inspection number	856142
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	58
Name of provider	Susan Lesley Carr
Date of previous inspection	28/02/2011
Telephone number	01827 67888

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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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