

Orchard Lea Nursery Keynsham

79 Charlton Road, Keynsham, Bristol, Avon, BS31 2JN

Inspection date

Previous inspection date

15/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- The quality of teaching is of a consistently high quality. Therefore, children are highly motivated, enthusiastic and eager to learn.
- The extremely inviting environment with excellent resources supports children's development substantially in all areas of learning.
- Safeguarding is paramount and children learn how to stay safe through excellent staff role models.
- Leadership is inspirational with a strong drive to continuously improve. All staff embrace reflective practice and work closely to consistently monitor and evaluate the nursery.
- There are very strong partnerships with parents and carers, and with other professionals, which means that children and their families are supported extremely well.

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 teaching and learning in the all rooms, and the outside environment.
- The inspector held meetings with the provider and manager, and discussions with staff and the children throughout the session.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector undertook a joint observation with the nursery manager.
- The inspector took account of the views of parents, carers and children spoken to on the day and from information included in the nursery's parent questionnaires.

Inspector

Julie Swann

Full report

Information about the setting

Orchard Lea Nursery Keynsham opened in 2014 under new ownership. The setting is one of two nurseries led and managed by the same company. The nursery is situated in single storey accommodation in the residential area of Keynsham, in Bristol and North East Somerset. There are five main playrooms with adjacent toilet facilities and a sleep room. There is an enclosed atrium and rear garden for outdoor play. The nursery opens each weekday from 7.30am until 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children who are learning English as an additional language. There are nine members of staff, of whom all have early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- enhance the use of puppets and props to sustain further the children's rapidly progressing interest in books and songs.

Inspection judgements

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

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

The staff team have an outstanding knowledge of the Early Years Foundation Stage and use this effectively and consistently to fully support children in their learning and development. Staff highly value children as unique individuals, and gain detailed information about their starting points on entry and monitor their progress throughout their time at nursery. For example, staff undertake home visits to ensure they have comprehensive information about the individual needs of the children before they start. The highly impressive staff team spend time observing what the children can do and analyse this information to identify children's next steps in learning. This information is the basis of the detailed planning implemented and helps to ensure all planned activities are meaningful and interesting for the children. Records of children's learning provide a clear picture of how children's learning is improving and developing over time, including a range of observation, assessments and photographs. Staff complete all required progress checks and assessments, and share these effectively with parents. As a result, parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used exceptionally well in order to gain appropriate support at an early stage. As a result, all children are

fully equipped with a vast range of skills in readiness for school.

Children's social skills and their ability to communicate with others are rapidly enhanced. Staff working with babies and younger children provide a nurturing environment where they successfully engage children in their learning and early conversations. Staff observe babies closely and respond to their babbling sounds, repeating and emphasising words which then become familiar to them. Babies enjoy looking at books in their cosy corner and singing nursery rhymes. Staff use baby signing, reducing frustration and upset when younger children want to communicate their needs before language is fully developed. Staff provide visual images, timelines, and symbols and sign language to give additional support to children with special educational needs and/or disabilities and those who speak English as an additional language. Older children are able to re-tell stories in the correct order. Staff ask really useful questions while reading children a story to children, encouraging children to think about the colours of the fish in the book and asking where they live. Children receive lots of praise as they reply with the correct answer and this helps to develop older children's recognition of colours and understanding of the world in preparation for future learning. There is an excellent range of props and puppets available, and staff in some areas of the nursery use these. However, they have not given further consideration to extending the use of these to continue to sustain some children's highly developed interest at story times.

The very well-resourced learning environment and staff's secure knowledge of how children learn, helps to ensure that every opportunity is made to support children's excellent progress in their learning. Staff use mathematical and positional language as children play. Problem-solving skills are encouraged as children complete puzzles and build models using a wide range of construction bricks. Children flourish as they explore the properties of sand and oats and become totally absorbed in activities, such as water play, filling and emptying containers. Children use numbers and counting as they play, and develop an excellent understanding of shape, space, size and colour. Staff foster children's understanding of technology very well. For example, children use talking radios with confidence during their play. Babies and younger children love to explore a range of electronic toys where they learn how to push buttons and wait to see what happens next. They also enjoy using their senses exploring sensory lights and a wide range of natural materials. Staff are always nearby to offer support and they are competent in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves. For example, babies especially enjoy exploring and investigating, using newly acquired skills of crawling or walking to navigate slopes and steps. All staff have high expectations of children and as a result, they make significant progress towards the early learning goals.

There is an excellent focus on play and learning in the outdoor environment. Children love being involved in activities in the garden; this is evident as they keenly get themselves into their outdoor clothes. They use equipment to promote all aspects of their physical development, such as climbing and balancing, and use balls to practise their throwing and catching skills. Children pretend to make 'cakes' in the 'mud kitchen', and have access to unlimited art and craft resources and chalk boards. Role play and dressing up are strong features of the nursery. Children participate in superhero play as they put on their capes and investigate to see if any 'fairies' have moved into the 'castle'

that they have made in the garden. Children's views are valued when any changes are taking place to their learning environment. For example, children have made decisions about the upcoming redevelopment of an additional garden. This shows that children are able to think creatively and critically. These skills gained by children contribute to the skills necessary to excel at school.

Equality of opportunity is a real strength and all children are welcome in the nursery. Staff display positive images around the nursery and major celebrations from a variety of faiths and cultures are celebrated. Relationships with parents are strong and learning extended into the home. Staff regularly invite parents to share their children's learning journeys and contribute to the planning process. This demonstrates they are fully engaged in their children's learning to ensure excellent continuity of progress in both learning and care.

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

Staff are very clear about their role as a key person, and children are extremely happy in this child-centred nursery. Staff ensure that strong, trusting relationships are formed through a highly effective key person system. Staff are sensitive to children's needs and develop initial relationships during the admission stage. For example, staff identify the staff member that the child bonds with most effectively in order to place them with the most suitable key person. Thoughtful consideration is given raising children's self-esteem, confidence and sense of belonging. Picture boards for individual children show reassuring photographs of their family and pets so that they can look at them with their key person if they need to be comforted. Staff ensure that comforters are close by when needed, and children receive plenty of cuddles and attention. This provides a firm base for promoting children's personal, social and emotional development and developing skills for the future.

Children's behaviour is excellent; they learn to respect and value their environment. They tidy up willingly and children chat happily to each other and staff at meal times and during their activities, which develops their social skills very effectively. Children are given high levels of confidence and self-esteem as they are praised for their achievements and contributions to discussions. For example, a child is very pleased with himself when he shares with his peers that he used the toilet on his own. Children are extremely confident and self-assured in asking for things they need and in moving around the nursery, and their ideas and opinions are highly valued. This focus quickly helps children develop the underpinning skills needed for their future success.

Children are provided with extremely healthy meals and snacks. They really enjoy their food and ask staff what they are having for lunch. Staff support and encourage children to serve themselves at mealtimes and children of all ages manage their cutlery very well. Staff involve parents very effectively in promoting healthy eating, as they share the nursery menus and advise parents on encouraging children to eat fruit and vegetables at home. Children have excellent opportunities to grow beans and other fruit and vegetables, so they find out where their food comes from. Staff are extremely nurturing as they encourage children to be independent in their personal care routines, to put their own

coats on and to make choices in their activities and resources. Children's achievements are fully celebrated and acts of kindness are displayed within the 'jar of happiness', where children are awarded a 'pom pom' that is placed in the jar when they celebrate an achievement. Children have an exceptional understanding of how to keep themselves safe and manage risks as they play. For example, children remind their peers that they should be careful while running outdoors, so they do not bump and that they should not run with scissors. Staff are close by to support children while encouraging them to learn about taking calculated risks in their play. This supports children to gain vital skills and prepare them for their next stage of learning.

Children develop an excellent understanding of how to keep themselves healthy, and older children have free-flow access to the highly impressive outdoor play space. Staff ensure that babies also benefit from being outside in the fresh air at different times during the day. Links with parents and carers are very strong. This has a very positive impact on the care and well-being of children, and the progress they make in their learning. The excellent links with their child's key person ensure children's needs are met and support parents in becoming involved in their child's learning, within the nursery and at home. Careful consideration is given to supporting children when they move rooms. The parent, key person and new key person are all involved in the transition to make it as smooth as possible for the children involved.

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

The leadership and management of the provision are outstanding. They have high aspirations for continuous improvement, and this underpins all aspects of care and education at the nursery. The management team, and all adults working within the setting, fully understands their safeguarding responsibilities to ensure children's welfare and protection. Staff demonstrate a high level of commitment to promoting children's safety, and are able to respond with confidence to any concerns about a child in their care. All staff implement an excellent safeguarding policy very well. The manager ensures that all staff understand and implement each aspect of the nursery's comprehensive policies as she monitors them rigorously and carries out regular checks so that children are extremely safe in their care. The premises are very secure as only staff open the main door. Staff carefully check the identification of visitors who are not known to them. Staff carry out daily risk assessments for the premises and separate ones for outings, so that children are safe at all times. There are robust procedures for the collection of children and security cameras cover all areas of the nursery so that children are safe. The provider has meticulous recruitment, vetting and induction procedures in place to ensure staff's suitability to work with children. Staff's ongoing suitability is supported through highly effective systems for supervision, appraisals and performance management. Excellent arrangements are in place regarding the programme for professional development, leading to a highly qualified and knowledgeable staff team.

The management team monitors the educational programmes and the quality of teaching very closely. Peer observations and focused training helps to ensure that the quality of

teaching is analysed effectively. Staff monitor children's progress very closely in all aspects of their learning and development. There are clear and focussed plans in place that help to ensure children achieve as well as they can, and any gaps in children's learning are quickly identified and planned for. As a result, children get the best possible support to help them make outstanding progress in their learning and development. The proactive management team is focused on maintaining continuous improvement in the nursery. Self-evaluation within the nursery is dynamic and consistent. All staff contribute through meetings and regularly add their comments to the document, which is accessible in the staff room. The management team empowers staff and children to take the initiative in making changes within their base rooms. For example, children have hand painted tiles, which have been fitted onto the bathroom walls, as part of the major refurbishment project. Parents complete evaluation forms to comment on any events they attend. These are in addition to questionnaires in which parents express their views on the service they receive. The management team is keen to work closely with parents to offer a good service. Slips of paper are accessible to encourage parents to make further suggestions alongside a suggestion box placed outdoors. This shows a great commitment in listening to the voices of parents and acting accordingly.

There are very strong links with other professionals and local early years providers. Staff work very closely with a wide range of outside agencies, in order to meet the needs of all children very well. Children with special educational needs and/or disabilities receive extremely high levels of support. These are enhanced by the staff's strong relationships with other professionals and staff's expertise in identifying and referring development concerns. Staff refer parents to the extra support services available at the local children's centres if they need them, so that staff and parents receive further advice about how to meet children's needs. The provider has one other nursery in the region. Both nurseries work closely together to ensure that support is given and good practice is shared. This is why, this relatively new nursery has been able to adopt the best practice from the other nursery. The nursery staff share ideas, best practice and training with other settings on a regular basis and receive advice from the local authority, which provides mutual support and further improvement.

Parents speak with high regard and admiration for the staff and of the wonderful opportunities experienced by their children at this exceptional nursery. Other parents spoken to at the time of the inspection expressed very positive views about the nursery and said; 'It's a great nursery with friendly staff that are really focused on the children'. Feedback on children's progress is very good; parents can see how well their child has benefitted from being at the nursery, and how this will support them when they go to school. The staff also show a strong commitment to liaising with local schools, and teachers are invited to come and meet the children to ensure a highly successful move to school when the time comes. This helps the staff to provide an excellent service to children.

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	EY472617
Local authority	Bath & NE Somerset
Inspection number	959054
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	54
Name of provider	Orchard Lea Nursery Limited
Date of previous inspection	not applicable
Telephone number	0117 935 3863

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

