

The Orchard Children's Nursery (Farnborough) Limited

Sandy Lane, Cove, Farnborough, GU14 9ES

Inspection date	20/10/2014
Previous inspection date	18/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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		1
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

- Staff have a good knowledge about each child's skills and achievements, and use effective teaching strategies to help children make good progress in their learning and development.
- Managers monitor the delivery of the education programmes, planning and assessment very effectively. As a result, children's needs are quickly identified and well met through effective partnership working and timely interventions.
- Children's safety within the nursery is the highest priority and staff use an exciting range of activities and resources to support children's growing understanding of how to keep themselves safe and healthy.
- Partnership working with parents is strong and supports continuity in children's learning, development and well-being.

It is not yet outstanding because

- Opportunities for staff to meet together to share ideas and reflect on practice, or visit other high quality nurseries, are not fully established.
- Staff sometimes find it difficult to access the kind of training opportunities they need to help them reach their full potential as inspiring teachers and role models.

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 observed a wide range of activities across all areas of the nursery, and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities, and health and safety; she also checked a selection of other policies.
- The inspector sampled a range of children's records, and the nursery's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

The Orchard Children's Nursery registered in 2010. It is a privately owned day nursery and operates from self-contained premises within the grounds of Guillemont Junior School in Farnborough, Hampshire. Children use one large room, which can be partitioned off during sleep times or when young babies are present. Children also have use of an enclosed outdoor play area, and suitable toilet and kitchen facilities are available. The nursery serves the needs of teachers at the school and families in the local area. The nursery is registered on the Early Years Register. There are currently 21 children on roll.

The nursery is open from 8am to 5.30pm each weekday for 51 weeks of the year. Children attend for a variety of sessions and some attend on a full-time basis. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. Staff support children with special educational needs and/or disabilities and those who speak English as an additional language.

There are four permanent members of staff currently working with the children, and a further employee who covers their annual leave. All staff hold a recognised early years qualification at level 3 and the manager is qualified at level 5.

What the setting needs to do to improve further

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

- develop further the system for mutual staff support to help sustain confident, reflective practice that makes a difference to children's achievements
- strengthen the promotion of training opportunities at all levels, to enhance professional development and inspirational teaching.

Inspection judgements

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

All children make good progress in this exciting nursery as staff monitor each child's interests, achievements and next steps on a weekly basis. This means that staff are able to plan interesting and challenging activities, which they know will capture the imagination of every child, on a daily basis. Children are keen and effective learners as they explore a wide range of exciting activities and well-chosen resources. Staff evaluate how children play and learn, and what they can do in each area of learning and development. For example, they give children time to play and investigate with toys, craft materials, binoculars and globes before adding new ideas into a game. This enables children to

develop their own imaginations as they create role-play games with friends or experiment with different tools and materials.

Staff carefully observe children's behaviour, listen to their lines of questioning and extend their thinking appropriately. For example, children became fascinated with pushing back a patch of bark to discover what was underneath it. When they found a beetle, they knew where to find insect boxes and magnifying glasses so they could study these creatures in more detail. As staff provide plenty of accessible resources for capturing, looking at and digging up mini beasts, more children caught this wave of enthusiasm. Different groups of children dug for worms, searched bushes for spiders and watched snails make trails along the path. Staff constantly model the language children need to express their ideas more competently, and then follow and extend their interests. Children learnt new language to describe how mini-beasts moved in different ways. Staff taught them to count the number of legs on insects such as spiders and then encouraged children to find a number eight in the garden. This was relatively easy for children to do as staff design and present attractive displays with numbers and letters, and pictures of vegetables and tools, all around the garden. Staff know their children well and quickly notice their new achievements and times of confusion. This helps them introduce new ideas to stretch their thinking and other ways of practising skills so children gain confidence and ability. As a result, children are constantly making progress towards the early learning goals in all areas of their development.

Staff also plan adult-led activities such as singing and listening games to extend children's learning and readiness for school. Local teachers commend staff for teaching children educational and practical skills to help smooth their entry to school. They note that children arrive excited to learn and confident to try new activities with new friends. Parents know what their children do each day and can therefore carry ideas and learning into other experiences at home and in their community. Staff provide written plans on a parent notice board and provide individual daily updates when children go home. They add notes with simple ideas for extending children's learning at home. Newsletters, a website and termly written reviews also strengthen effective partnerships between parents and staff. Staff also share detailed tracking of children's progress and plans to support their next achievements with parents. This enables everyone involved with the child to celebrate children's strengths, work together to support any challenges, and request additional help and guidance in a timely fashion.

Children with special educational needs and/or disabilities make very good progress in their understanding and communication during their time at the nursery. When required, staff use sign-supported English effectively to add meaning to simple instructions, requests and questions. The nursery team works closely with specialist services such as Portage. They are also quick to act on guidance from speech and language therapists and educational psychologists. This helps to ensure that all children make good progress in their learning and development, and staff have time to prepare them well for their moves to school.

Staff meet with parents before children join the nursery to share a wealth of information about children's individual learning needs and care routines. This underpins the role of the key person who provides a reassuring presence, and tailors learning and care to expertly meet the needs of each child. Children soon make secure emotional attachments to all members of staff, as they work as a small and extremely attentive team. Children quickly gain the confidence to explore their new environment and try new activities. Staff ease the way for them to make friends with children who have different needs and interests or who speak or sign different languages. Staff make excellent use of natural opportunities, such as international sports competitions and children's holidays with their families, to explore different cultures and communities. Children begin to learn about their own and other people's lifestyles. They celebrate the food, festivals and flags found in different parts of the world, and enjoy the rich diversity of society.

Staff encourage children to eat a variety of healthy food as they teach them how to grow vegetables and herbs, and choose healthy snacks. They sit with children as they enjoy hot, nutritious lunches that are cooked on site. Staff supervise children well, model excellent table manners and ensure they eat sensibly. Children show excellent levels of self-control and independence as they wait for each other to finish, pass empty plates for stacking and pour their own drinks. Staff encourage children to try different foods from other parts of the world as they celebrate diversity and experiment with cooking. Parents and visitors from the emergency services also talk to the children about keeping themselves healthy and safe. Dentists show children how to brush their teeth effectively. Road safety experts lend children smaller lollipop sticks as they learn how to cross roads safely. Staff build on children's enthusiasm and understanding as they help them dress up and act out stories. Children pretend they are police and fire officers, doctors and other super heroes. As children make dens and find equipment to support their play, staff point out how to manage risks and play safely. Consequently, children develop an excellent sense of personal safety and caring for each other throughout their activities.

Staff supervise children diligently, working as a highly effectively team across the indoor and outdoor environments. This enables children to move freely and safely between the different areas as they choose between well-presented toys and resources that excite and challenge their learning. Children also thoroughly enjoy games and adventures in the adjacent woodland, and trips to feed the ducks and collect different leaves. Other opportunities for physical exercise occur during the school holidays when staff and children may use the nearby school hall. Children explore and strengthen their skills with indoor gym equipment and later extend these new ideas to building with crates and hoops in their own garden area. Children choose to spend large parts of the day playing creatively in the fresh air. Open spaces include a playhouse, climbing frame and camp. Staff also equip a large marquee with a sandpit, storybooks, puzzles and easels to capture children's imaginations and eagerness to experiment. Children flourish in this highly stimulating nursery where they are extremely well supported by very able staff.

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

Staff effectively put into practice all mandatory policies and procedures for the safe management of the nursery. Systems for advertising and selecting new staff are very professional. The owner checks that all new staff are suitable to work with children, before they take up the position. Induction training, appraisals and supervisions also help to ensure all staff remain suitable to work with young children. Staff regularly update their training in safeguarding children, and routinely discuss and review aspects of children's safety and welfare. This keeps all staff clearly focused on making every effort to keep children safe and feeling secure at all times.

The nursery has clear and well-understood procedures for assessing any risks to children's safety. Routine checks ensure that staff follow through these procedures each day, so the premises remain fit for purpose. First aid kits are near at hand, and taken on outings. Staff also regularly check and restock them. All staff have recent training and certification in paediatric first aid and know how to respond in an emergency. Staff keep clear written records of any accidents, injuries and first aid treatment given. They are also quick to pass this information on to parents. The manager looks for any trends in accidents, incidents and injuries each month, and makes any changes possible to improve children's safety. These measures help to minimise any risk of harm as staff aim to keep children healthy and safe. Staff work consistently to create an environment that is welcoming, safe and stimulating. Children thrive in their warmth and care.

The manager has a very clear understanding of how to fulfil all the requirements of the Early Years Foundation Stage. This includes overseeing the quality of the teaching activities and the progress individual children make. An effective system for self-evaluation recognises the significant progress staff have made in recent years and identifies further areas for improvement. The new manager has many ideas to raise standards across the nursery to even higher levels and has an able and enthusiastic team willing to work with her. However, staff have little time to reflect on their own good practice, observe excellence in other locations, or explore new ideas as a team. Staff are particularly skilled in working with children with special educational needs and/or disabilities; however, they do not always have the opportunity to access training that would help them raise children's achievements to the highest levels. All the team demonstrate a strong drive to raise achievements for children, which is evident in their thorough weekly individual planning. They have shown how effectively they can meet recommendations for improvement and track their ability to raise achievements for all children.

Partnership working with parents is strong in supporting children's learning, development and well-being. Staff use a range of strategies to share information with parents and to learn more about the children in their care. This two-way flow of information helps staff and parents recognise any particular strengths, gaps or delays in children's learning and development. Parents, staff and external agencies work well together to secure and provide any additional teaching or support children need.

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	EY406479
Local authority	Hampshire
Inspection number	844971
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	21
Name of provider	The Orchard Children's Nursery (Farnborough) Limited
Date of previous inspection	18/10/2010
Telephone number	01252666875

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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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