

# Orchard Nursery

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

## Inspection date

21/10/2014

Previous inspection date

16/05/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The quality of teaching across the nursery is good and occasionally outstanding. All staff know the children well and plan effectively to provide children with a challenging range of activities based upon their changing interests. As a result, children make good progress and are enthusiastic learners.
- Staff have a very good understanding of their responsibilities and the procedures for protecting children. The management team ensures that safeguarding is given high priority within the nursery. As a result, they implement robust safeguarding procedures to ensure children are safe and well cared for.
- Relationships with parents are strong. The staff team work closely with parents to ensure children are well settled and emotionally secure within the nursery.
- All staff consistently reinforce agreed ways of managing children's behaviour. As a result, children learn to behave well and understand the rules of acceptable behaviour.

### It is not yet outstanding because

- New ways of monitoring staff practice are not yet sufficiently embedded in management systems to identify how the high quality teaching can be further enhanced.
- Children do not always have everyday opportunities to learn to value and respect the differences of others to extend their understanding of the diversity of the wider world.

## 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 activities in the four playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager of lunchtime routines.
- The inspector held meetings with the senior management team and spoke to staff and children during the course of the inspection.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in children's assessment records.

## Inspector

Gill Thornton

## Full report

### Information about the setting

Orchard Nursery opened in 2001 and re-registered as a limited company in 2009. It is one of two nurseries owned by the same provider. It operates from a single-storey converted barn in the grounds of Ketteringham Hall in Norfolk. The nursery serves the immediate locality and also the surrounding areas. The nursery is open five days a week from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across four rooms and have access to an enclosed outdoor play area. There are currently 75 children attending, who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. There are currently 16 staff working directly with the children, 15 of whom have appropriate early years qualifications from level 2 to level 6. One member of staff has Early Years Professional status. The nursery receives support from the local authority. It is registered on the Early Years Register and the compulsory part of the Childcare Register.

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

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

- extend the monitoring of staff practice to ensure the high-quality teaching already achieved is sustained and constantly improved upon
- enhance opportunities for children to learn about the diversity of the wider world, for example, by providing them with greater access to positive images of disability and cultural differences.

## Inspection judgements

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

The staff team work well together and make effective use of their good knowledge of child development and how children learn. As a result, they provide children with a broad range of interesting and challenging learning experiences which promote their good progress. Staff have high expectations of all children based on accurate assessments of children's prior knowledge and skills on entry to the nursery. Key persons gather meaningful information from parents and carry out comprehensive development overviews, based on their initial observations of children's capabilities and interests. As a result, staff are able to effectively monitor children's progress to ensure they are all progressing well given their starting points and capabilities. An effective planning and observation cycle is implemented consistently throughout the nursery. As a result, every child receives a well-planned learning experience based upon their changing interests and capabilities. Parents

are effectively involved in their children's learning. They are kept up to date with their children's achievements through meaningful daily discussions. Regular parents' evenings provide effective opportunities for parents and key persons to discuss and share children's comprehensive learning journals. The progress check completed for children between the ages of two and three years provides parents with an accurate summary of their children's development within the prime areas of learning. As a result, parents are very well informed about their children's progress within the nursery and are able to support their children's learning and development at home.

The quality of teaching throughout the nursery is good and on occasions, outstanding. All staff make good use of open-ended questions and generally give children time to consider their responses. For example, as children play outside, staff ask them about the texture of the rice and lentils in a sand tray and explain it is sticky because it is wet. At lunchtime, teaching in the pre-school room is inspirational. Staff listen very perceptively to children, skilfully answer their questions, and encourage children to supply their own answers, as they make connections in their learning. During these meaningful discussions, children's learning is exceptional as they talk about what lungs are for and explain that their hearts pump the blood around their bodies. Children are provided with a good balance of adult-led and child-initiated learning experiences. They are happy and enthusiastic learners as they engage in their play. All staff join in with children's play in an enthusiastic way. They get down to children's eye level and offer plenty of praise and encouragement to help children learn to persevere. Children confidently share their views and findings with each other and staff. For example, they engage in imaginative play with small world figures. They laugh together as they use the figures to act out familiar roles, such as being a postman. Children in each room enjoy sharing books with staff and each other. Books are appropriately displayed in cosy cushioned areas so that children can sit together comfortably while looking at books, undisturbed by other events in the room.

Children with special educational needs and/or disabilities are provided with good levels of targeted support. Staff work well with other professionals and share targets and strategies so that any gaps in children's learning are closing. Children's language and communication skills are supported well. For example, staff working with the younger children provide running commentaries of what children are doing to help extend their understanding and vocabulary. Staff are sensitive to children's early language skills and help them hear the correct way to pronounce a word. For example, they are able to identify and respond to young children's requests for a favourite song at snack time and confirm their request using the correct pronunciation. As a result, from a young age, children learn that their views are important. The routines of the day are well planned to avoid children having any unnecessary delays, such as when washing their hands before snack time. Whole group times in the pre-school room provide many learning opportunities. Children develop their understanding of phonics while learning to take turns when listening and speaking in a group. As a result, children are developing the skills and attitudes to support their future learning and eventual move to school.

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

Key persons work closely with parents to gather information about babies' sleeping and eating routines from home, so that they can mirror their routines in the nursery. As a result, babies soon form strong attachments to their key person and other staff, and learn to explore their environment, confident that a familiar adult is close by. Staff sensitively settle babies to sleep and know how to comfort or distract them if they are distressed. Settling-in procedures are well established and help children separate from their parents and become confident in their new environment. As a result, children are emotionally secure and confident to face their next stage of learning. All children develop strong relationships with staff, and each other, in the friendly and welcoming environment. Parents value the trusting relationships developed with staff. Key persons place high priority on sharing information with parents and carers on arrival and collection. Friendly discussions and daily diaries are used effectively to keep parents well informed about their child's day. Children's transitions within the nursery are very well planned to make their move to the next room as smooth as possible. Key persons work well together to pass on information and involve parents in the process to ensure children are emotionally prepared for their new room.

Children are cared for in a stimulating and well-resourced environment, both indoors and outside. Each room contains a good range of age-appropriate furniture and equipment to ensure that children can play in comfort and safety. Staff ensure each room is decorated with attractive displays of children's artwork. However, little use is made of examples of positive images of disability and cultural difference, to extend children's knowledge and understanding of the diversity of the wider world. Staff are well deployed across the nursery and provide children with good role models and praise them for being polite and helpful. All staff consistently apply agreed strategies and provide children with clear guidance about what is acceptable behaviour. As a result, children play well together, they learn to share and take turns and take account of the views and feelings of others. Children have many opportunities to play in the fresh air. They enjoy a wealth of outdoor learning experiences and the nursery makes good use of the surrounding grounds for walks and forest school activities. Outdoor play areas are well designed and enable children of different ages to play together. As a result, siblings enjoy opportunities to play together and older children learn to take account of the needs of younger children. Staff provide simple age-appropriate explanations to help children learn to keep themselves safe; for example, they talk to children about the high winds and why it might not be safe to be outside.

Staff use mealtimes as a good opportunity for children to develop independence and learn about the importance of a healthy diet. For example, in the two- to three-year-old room, children take turns in handing out the cutlery to their friends and they confidently select their own cups from the tray. Children independently access water to drink and staff remind them that they need for this as they have been running around outside. As a result, children learn to take responsibility for their own needs. Children either bring a packed lunch from home or have a cooked midday meal. Staff talk to children about healthy options to expand their understanding of food that is good for them. Older children learn about the effects of exercise on their bodies and staff plan role-play activities around children's interest in their bodies or events in their lives, such as going to the dentist. Throughout the nursery, staff follow good hygiene routines and encourage

children to learn to manage their personal needs, relative to their ages.

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

Since the last inspection, where the nursery received a notice to improve and subsequent monitoring visit, the management team have taken swift and effective action to improve safeguarding knowledge and procedures and ensure all staff manage children's behaviour consistently. As a result, children's safety and welfare are now assured. The management team have reviewed and updated safeguarding policies and procedures to clarify the action to take if there are any concerns about the behaviour or conduct of a member of staff. Safeguarding is given high priority within the nursery and all staff attend safeguarding training at an appropriate level for their role. As a result, all staff are confident in their roles and responsibilities and the procedures to follow if they are concerned about a child's welfare. A number of staff attended behaviour management training and then fed back what they learnt to other staff. Further staff are due to attend the same training. As a result, staff understand, and are able to implement, appropriate methods for managing unwanted behaviour. Robust recruitment and vetting procedures are followed to ensure staff are safe and suitable for their role. Staff receive a comprehensive induction to ensure they are fully aware of their roles and responsibilities and they each receive a copy of the staff handbook detailing the nursery's policies and procedures. The premises are safe and secure and staff diligently monitor visitors to the nursery to ensure children's safety.

Staff have worked closely with the local authority to review and improve the timing of circle time activities and to provide children with greater independence at mealtimes. As a result, children are provided with a constantly improving learning experience. There are effective systems in place for monitoring the educational programmes. The early years professional within the nursery provides good guidance within each of the rooms about the activities and learning experiences provided. Room leaders oversee children's learning journals to ensure they are up to date and that key persons identify appropriate next steps which feed into the planning cycle. As a result, all children are making good progress towards the early learning goals, given their starting points and capabilities. Good systems of performance management are in place, including regular supervisions with each staff member. However, since the last inspection, these have focused more on raising staff morale than on raising further the quality of teaching. Management have been researching the introduction of a system for monitoring the progress made by different groups of children across the nursery to provide even greater focus on the impact of practice to ensure all children achieve at the highest possible level. All staff are supported to attend further training to improve their knowledge and skills. For example, apart from behaviour management and mandatory training, staff have also attended cluster meetings arranged by the local authority to support different areas of practice, such as messy play and baby signing.

Self-evaluation is effective and takes account of all parties involved in the nursery to identify priorities for improvement. Partnerships with parents are strong and ensure

children's individual needs are very well met. Parents are very complimentary of the nursery and the caring staff team. They value the informative parents' evenings and how friendly and welcoming all staff are towards them. Staff work closely with other professionals to ensure all children receive appropriate support and targeted intervention to ensure any gaps in children's learning are closing. Good systems are in place to share information with other settings that children attend and staff work closely with the schools children will be attending to ease their transitions.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY399869
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	981562
<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>	75
<b>Name of provider</b>	Hall Farm Nursery School Ltd
<b>Date of previous inspection</b>	16/05/2014
<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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