

Orchards Day Nursery

20 Tatton Road South, Heaton Moor, Stockport, SK4 4LU

Inspection date	30/10/2014
Previous inspection date	30/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and content in this supportive environment because the staff are caring, friendly and kind. Key-persons know their children well and respond to their needs appropriately. As a result, children settle well and feel assured as parents leave.
- Staff make observations and assessments of children and they provide activities that children enjoy, which supports their learning. As a result, children make steady progress in their learning.
- Staff have a secure understanding of their safeguarding responsibilities and implement appropriate procedures for protecting children.

It is not yet good because

- Opportunities for staff supervision are not embedded in management practices and neither are the procedures to monitor the effectiveness of the quality of teaching. This results in inconsistencies in practice which are not swiftly addressed.
- Self-evaluation lacks rigour and is not robust enough to fully monitor the quality of practice or effectively identify areas for development that will improve learning opportunities for children.
- Children are not always given enough time to think about how to respond to questions during planned activities, particularly in the toddler room, which does not fully support their communication and language development.

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 activities in the nursery rooms and the outdoor areas.
- The inspector conducted a joint observation with the deputy manager and held a meeting with the manager.
- The inspector spoke to staff and gained the views of parents.
- The inspector looked at children's assessment records and the nursery's planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's improvement plan.

Inspector
Layla Clarke

Full report

Information about the setting

Orchards Day Nursery was re-registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Heaton Moor area of Stockport. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 24 members of staff who work directly with the children. Of these, two hold an early years qualification at level 6, 16 hold an early years qualification at level 3, and three members of staff hold an early years qualification at level 2. The manager has achieved Early Years Professional status. The nursery opens Monday to Friday from 8am until 6pm all year round, excluding bank holidays. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- implement appropriate supervision and performance monitoring to identify variations in the quality of teaching and highlight individual training needs, to secure opportunities for continued professional development for staff.

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

- extend self-evaluation through careful monitoring and analysis of the quality of the learning and development on offer and identify targets for improvement that will raise children's achievements over time
- develop children's communication skills further by asking more open-ended questions and giving them time to respond, particularly in the toddler, room to further support children to think creatively and critically.

Inspection judgements

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

Children make steady progress in their learning, given their starting points. Staff gather appropriate information from parents when children begin at the nursery, to gain an understanding of their individual needs and interests. For example, 'All about me' booklets are completed during the settling-in period to identify children's likes and dislikes. Staff

gather information from parents about what children can already do in their learning and development and use this information to plan initial activities for children. This ensures that each learning is based on their unique starting points. Staff undertake a range of observations that are used to inform assessments of their learning and record the progress that children are making. Children's next steps are named 'aspirations' and are highlighted and are supported through interesting and challenging activities. However, the activities in the toddler room are not planned as effectively to support children's learning. This means that children in this room are not always provided with activities to help them make the best possible progress in their learning.

Children with English as an additional language are appropriately supported because the staff work with parents to seek key words and phrases to help communication. Staff also use signs and a range of props in addition to speech when communicating with children. As a result, children are able to communicate in their preferred way. Staff model effective language through repetition of words such as 'ready steady go' as children roll the cars. Consequently, children are supported to build up their range of spoken language. Overall, staff use a range of effective questioning strategies, such as 'what shall we do?' or 'why do we need these?' as children select tools to use in the dough. However, occasionally staff do not give children, particularly in the toddler room, enough thinking time to answer questions. As a result, children's opportunities to think about and formulate a response are not maximised. Children's understanding of the world is promoted as staff talk to children about mini beasts and encourage children to hunt for them in the large well-equipped outdoor area. Children delight in finding a golden orb spider as staff talk to them about how to handle it with care, further promoting their understanding about caring for living things. Staff explain to the children that this kind of spider is very special as it can spin a web in one hour. Furthermore, staff encourage the children to count its legs. Consequently, children's mathematical understanding is well supported. Babies explore sensory materials and access treasure baskets filled with a range of natural and open ended resources. As a result, babies are able to explore independently and their imagination is encouraged as they choose materials for their own purpose. Staff support younger children encouraging them to make marks in the corn flour and water. Older children have access to a range of writing tools. Therefore, early writing skills are actively promoted for all children.

Staff track children's development and use the required progress check for those children aged between two-and-three years. Parents contribute to the assessment and are encouraged to share observations of children's home learning. These observations provide information for staff to include in planned activities. Staff talk to parents each day about the activities that their children have taken part in to support individual learning. Furthermore, staff complete daily sheets about the activities that their children have taken part in and children's learning files are available for parents to access at any time. As a result, a shared approach to children's learning is embedded. The manager monitors children's development and understands the importance of early intervention. As a result, additional support is gained when required. By the time the children leave the nursery they are equipped with some of the skills they need for their future learning and school.

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

Children are happy and settled in this supportive environment as the staff are friendly and caring. Children share warm relationships with the approachable and friendly staff. The effective and flexible settling in process means that new starters settle quickly into the nursery as they have time to build a secure emotional attachment with their allocated key-person. Staff clearly know their children well and respond to their needs effectively as staff obtain very detailed information about individual children's care needs from parents. For example, children's sleep routines are followed well. Children are settled to sleep by their key-person in the cosy relaxing sleep room as gentle music is played. This ensures that children's emotional well-being is effectively supported. Furthermore, during mealtimes children find their own place as their photograph is placed on their chair. This gives children a sense of belonging. Children demonstrate a positive approach to learning, supported by the positive interactions of the staff team caring for them. Children explore, play and learn in a safe and secure environment both indoors and outdoors because staff take appropriate steps to ensure that hazards are kept to a minimum. For example, daily risk assessments and regular visual checks are completed in all rooms. Children have additional access to a veranda area which supports their ability to make choices and guide their own learning. A range equipment, which is clearly labelled with pictures and images to support all areas of learning is accessible for children to self-select, which promotes their independence and self-confidence.

Children learn about foods that are healthy as staff discuss this with them during meal times. Children are provided with a healthy diet of freshly prepared foods and snacks which include fresh fruit and vegetables. Children further develop their awareness of healthy foods as they take part in planting green beans in their outdoor area. As a result, they adopt healthy eating practices. Older children independently wash their hands before mealtimes and after using the toilet and babies are provided with wipes and cloths. Staff explain that we must wash our hands to 'make them clean before we eat our lunch.' Furthermore, all children have individual toothbrushes as staff encourage daily tooth brushing. This supports children's growing awareness of developing hygiene practices. Children benefit from regular fresh air and exercise during outdoor play and are able to climb and balance using the large apparatus. For example, children construct a bridge using large crates, planks and tyres as staff guide them and help them to move the equipment to their preferred place.

Children's behaviour is good. Staff share consistent expectations and act as effective role models themselves. Children's rules and boundaries are displayed and are constantly reinforced through activities such as circle time as staff read stories about sharing and turn taking. Staff support children to be active and to take some supervised risks in their play. This helps children to understand about keeping themselves safe as they play and use a variety of equipment. For example, as children use large equipment outside, staff explain about the construction not being stable and help children to make it safe before they climb up. This is extended as staff talk to children about other stable things recalling a previous conversation about making things safe. Complying with these expectations means children enjoy their pre-school experiences and are developing emerging skills to underpin their eventual move to school.

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

Children's safety is well supported because safeguarding procedures are appropriately managed. The designated person for child protection is clear about their responsibility to protect children and staff feel confident in the support provided. Staff are able to recognise possible signs and symptoms of abuse and are aware of how to proceed in the event of any concerns about a child in their care. For example, a robust policy is in place and relevant contact details are displayed. The recruitment and induction procedures for the nursery are sound and managers obtain information about employment history, staff qualifications and Disclosure and Barring Service checks are undertaken. Thorough risk assessments are regularly completed. This helps to ensure that any hazards are kept to a minimum. Accident and medication records are implemented and are shared with parents to ensure that all children are kept safe while in the nursery.

The newly appointed manager has a secure knowledge of how children learn. She understands observation and assessment and there is a system to track children's progress. The new manager is aware that supervision has not been used effectively to consistently evaluate the effectiveness of teaching or extend staff's performance. This impacts on the quality of teaching and learning for children, particularly in the toddler room. The manager has an awareness of the strengths of the nursery and has identified areas for further improvement. This includes identifying the need for a more effective use of supervision and for self-evaluation to be used to focus on improving the quality of teaching. She has plans to make this a focus for her ongoing improvements. Feedback gained from staff and parents is used to improve the service they provide. The manager understands the need for early intervention and how to make referrals for additional support to meet all children's needs.

Partnerships with parents is in place. Parents speak highly of the nursery and particularly about the warm relationships that staff have with their children. Staff provide good quality feedback to parents and parents are invited to attend regular parents' evenings to discuss their children's learning and development. Staff work closely with other professionals and share information with other settings that children attend, which helps to support children's ongoing learning through shared learning plans. Furthermore, staff have developed positive relationships with local schools which helps to promote continuity of care and helps children to make the move to school with ease.

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	EY217002
Local authority	Stockport
Inspection number	855712
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	76
Name of provider	Orchards Day Nursery Limited
Date of previous inspection	30/04/2009
Telephone number	0161 432 1994

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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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