

# Orchard House Nursery School



Orchard House Nursery, Orchard Street, LEYLAND, PR25 3SH

## Inspection date

10 April 2015

Previous inspection date

31 March 2010

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. This is because staff observe children closely in order to identify their individual skills and abilities. This information is then used to plan various activities, which help ensure children make good progress.
- Children are interested and motivated to learn in the stimulating and well-resourced nursery. This is because positive relationships between staff and children help to promote their sense of security and emotional well-being.
- Partnership working with parents is strong. This is because staff ensure parents are kept well informed of their children's development and provide suggestions to help them continue the learning at home.
- Healthy lifestyles are given a priority as children eat healthy home-cooked meals and learn about different aspects of food. Children enjoy being active because staff provide a good range of resources which promote their physical skills.
- The management team demonstrate a commitment towards making improvements to raise the quality of the nursery. They understand their roles and responsibilities in keeping children safe from harm, including minimising potential risks throughout the nursery.

### It is not yet outstanding because:

- The manager has not yet implemented robust arrangements to ensure that the programme for performance management continues to raise the ongoing quality of practice.
- High-quality professional supervisions are not yet effectively completed to further enhance the already good quality of teaching delivered.

## What the setting needs to do to improve further

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

- extend the programme for performance management, to ensure knowledge acquired from training events is effectively monitored and used in order to raise further the quality of teaching
- enhance the supervision arrangements, for example, by including peer observations, so that these are based on consistent and sharply focused evaluations of staff's practice.

### Inspection activities

- The inspector observed care, learning and teaching delivered across the age groups, indoors and outside.
- The inspector discussed the self-evaluation which was shared at the inspection and sampled policies, such as the safeguarding policy and risk assessments.
- The inspector undertook a shared observation with the manager. She also held discussions with the provider, Special Educational Needs Coordinator, manager and staff at appropriate times throughout the day.
- The inspector took account of the views of parents and/or carers and children spoken to on the day.
- The inspector looked at children's learning files and registration records. She checked evidence of the suitability and qualifications of staff, including first aid.

### Inspector

Hilary Boyd

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff know the children well and use a range of teaching strategies to promote children's learning. For example, staff working with the youngest children model language as they talk, sing and use sign language to support children's communication skills. Staff working with the older children help to raise their early awareness of literacy skills. For example, they model how children's names are broken down into individual letter sounds and involve them in making predications as they read. Children of all ages are interested in books and rhymes. Staff use their knowledge of children's interests to extend their learning. For example, staff plan activities and add resources to the environment which reflect children's current interest in pirates and bees. As a result, children show enthusiasm and interest as they take part in meaningful activities. Children enjoy taking part in creative activities. Older children are imaginative as they act out different characters as they play together. Younger children enjoy getting messy as they explore different textures.

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

The presentation and organisation of the environment, both indoors and outside, provides children of all ages with an abundance of potential learning opportunities. Babies independently move from indoors to outside and are keen to explore and investigate resources which stimulate their senses. Older children develop a range of physical skills as they dig for treasure and instigate their own games using bikes and scooters. An effective key-person system helps to promote an ongoing exchange of information with parents. Therefore, children's health, care and learning needs are known and effectively supported. Children interact well together and develop positive relationships through caring and responsive interactions with staff. Consequently, babies enjoy the company of others, while older children play cooperatively together, taking turns with others. As a result, children are developing the social skills to help prepare them for school.

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

The management team have a good understanding of the requirements of the Early Years Foundation Stage. There is a programme of ongoing supervision and support provided to staff. However, monitoring of practice is not yet robust to ensure elements of high-quality teaching are consistently delivered. For example, observations of staff performance are in the early stages of development and feedback from these does not yet feed into supervisions. Most staff are qualified and well experienced in understanding how children learn. The management team actively encourage staff development through training. As a result, staff attend various training events and show enthusiasm towards implementing these into practice. However, systems to monitor whether training has a lasting impact in practice are less secure. The manager monitors children's progress through analysis of their tracking records. This helps to ensure that children who require early intervention receive appropriate support because good links with other professionals are in place.

## Setting details

|                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>Unique reference number</b>     | EY396916                            |
| <b>Local authority</b>             | Lancashire                          |
| <b>Inspection number</b>           | 874044                              |
| <b>Type of provision</b>           | Full-time provision                 |
| <b>Registration category</b>       | Childcare - Non-Domestic            |
| <b>Age range of children</b>       | 0 - 8                               |
| <b>Total number of places</b>      | 46                                  |
| <b>Number of children on roll</b>  | 68                                  |
| <b>Name of provider</b>            | Julie and Edward Danson Partnership |
| <b>Date of previous inspection</b> | 31 March 2010                       |
| <b>Telephone number</b>            | 01772459199                         |

Orchard House Nursery School was registered under new ownership in 2009. The nursery school employs 13 members of childcare staff. Of these, 11 hold an appropriate early years qualification to at least level 2. The nursery school opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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