

Orchids Childcare

Oak Cottage Primary School, Greswolde Road, SOLIHULL, West Midlands, B91 1DY



Inspection date	15 October 2015
Previous inspection date	1 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Observation, assessment and planning are much improved. This enables managers and staff to accurately identify children's learning needs and effectively focus their teaching on promoting these.
- The provider and managers have highly effective links with the school and nurseries which children also attend. They successfully work together to support children's move between settings and to apply consistent approaches to assessing and planning for children's future learning. Staff gather their assessments to give parents accurate feedback about their children's progress.
- The kind, attentive managers and staff reassure and encourage children who soon settle and grow in confidence. Children enjoy themselves in the safe, comfortable and inviting surroundings. Children feel valued and that their views count. Staff encourage children's choices and follow up their comments about the activities and toys they enjoy.
- The managers and staff fully understand their responsibilities to meet statutory requirements. They work well together and follow robust procedures. This helps to ensure children are effectively supervised, their good health and safety are promoted and that they enjoy rewarding activities.

It is not yet outstanding because:

- Staff do not always encourage younger or less-able children to remain involved for long in free-choice activities.
- Staff do not always fully extend some children's expressive language or critical thinking.

What the setting needs to do to improve further

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

- explore ways to develop younger children's sustained involvement in free-choice activities
- create further opportunities for all children to use expressive language in different ways.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the organisation's area manager.
- The inspector held meetings with the area manager and manager and spoke to the headteacher of the school.
- The inspector looked at relevant documentation, such as the provider's self-evaluation form and evidence of the suitability of staff working with the children.
- The inspector spoke to a small selection of parents during the inspection. She took account of their views and of other parents from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The provider and managers have made significant improvements since the last inspection, including using better systems to identify the setting's strengths and weaknesses. The quality of teaching is now good as result of effective staff performance and training procedures and more accurate assessment and planning. Staff plan effectively for children's future learning. They take account of the views of parents and of early years staff who work with the children at other nurseries. The arrangements for safeguarding are effective. The managers and staff attend regular safeguarding training. They have a sound knowledge of signs of neglect, abuse and of other potential risks to children. The managers and staff know what action to take if they have concerns about a child. They work effectively with other agencies to protect vulnerable children.

Quality of teaching, learning and assessment is good

The managers and staff generally interact well with children. Their explanations and questions promote children's understanding and discussions about their activities. During adult-led activities staff chat easily to younger children, fostering their attention and involvement. However, during free-choice activities some younger children's interest is fleeting if an adult is not involved. Several children are very confident, articulate speakers and staff consistently build on their vocabulary and use of language. However, staff do not always fully extend some older children's use of language for describing and thinking. Children are given a good start in early mathematics and literacy. Staff foster children's counting and number recognition during routines, fun board games and physical play. Staff skilfully promote children's recognition of different sounds in preparation for identifying initial letter sounds. Children make marks and describe what these mean, for example, as they record their findings during a much enjoyed walk.

Personal development, behaviour and welfare are good

Children behave well and enjoy mixing and learning with other children, such as pupils from the school. They are all encouraged to be kind and tolerant towards each other and staff consistently promote children's sharing, taking turns and cooperation. Children develop an understanding of diversity beyond their own family as they learn about the lives, celebrations and beliefs of others. Staff help children to understand how to promote their own good health and safety. Children eat well during social mealtimes, follow good hygiene procedures and relish being outdoors and being active. Children are taught how to safely use equipment, tools and utensils. They help keep play areas tidy and discuss different hazards during activities.

Outcomes for children are good

The manager and staff fully understand how well children are progressing. They work closely with parents and other settings to accurately assess and plan for children's starting points and ongoing development. Teaching is now more focused on children's individual learning needs, ensuring they make good progress and are well prepared for school, including those who receive funded early education.

Setting details

Unique reference number	EY364751
Local authority	Solihull
Inspection number	1029654
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	62
Number of children on roll	141
Name of provider	Orchids Childcare Limited
Date of previous inspection	1 May 2014
Telephone number	0121 711 4319

Orchids Childcare was registered in 2007. The setting employs six members of childcare staff, including an area manager, all of whom hold appropriate early years qualifications at level 2 or above. The manager and another member of staff hold early years degree qualifications. The setting is open Monday to Friday all year round, except for bank holidays. During school term time, sessions are from 7.30am to 8.55am and from 12 noon to 6pm. During school holidays, sessions are from 7.30am to 6pm. The setting provides funded early education for three- and four-year-old children.

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