

# Orangutans Day Nursery

Orangutans Day Care Nursery, 50 Barton Road, Urmston, MANCHESTER, M41 7WA



## Inspection date

7 July 2016

Previous inspection date

4 August 2014

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is too variable. Children are not always provided with sufficient challenge in their learning and occasionally become disengaged and disinterested in the activities presented to them.
- Self-evaluation is not sharply focused. Priorities for improvement lack rigour and systems to raise standards across the nursery are not yet good enough. The manager has yet to think of effective ways to include the views of parents and children in the evaluation process.
- The management team has effective systems for tracking the progress of individual children, but do not yet consistently review the progress made by different groups of children, such as those in receipt of early years pupil premium.

### It has the following strengths

- The key-person system is strong. Staff are allocated time to get to know children and their families during the settling-in process. Children's behaviour is good. Staff provide clear, consistent and age-appropriate behavioural expectations.
- Partnership working is securely in place. Links with parents, local schools and the local authority advisory team are effective.
- Children are provided with plenty of opportunities to be physically active. They receive specialised sport classes from outside agencies and show good skill and coordination while engaged in multi-sport activities.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- improve and develop the quality of teaching so that all children benefit from activities that engage and challenge them and help them to move forward in their learning. 05/08/2016

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

- enhance the self-evaluation process, so that priorities for improvement are sharply focused and challenging and include the views of parents and children
- enhance the analysis of children's assessments to track and monitor the progress of a range of different groups, in order to target any specific interventions even more precisely.

### 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 deputy manager.
- The inspector held a meeting with a representative from the local authority.
- The inspector held a meeting with the nursery manager and provider. He looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Luke Heaney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff know the signs, symptoms and possible indicators of abuse and neglect. Staff receive a suitable level of support, guidance and coaching during supervision sessions and appraisal meetings. They attend a variety of training programmes, positively impacting on outcomes for children. For example, a recent baby development course has equipped staff with a greater understanding of how to meet babies' personal, social and emotional development. Risk assessments are routinely carried out and generally work well across the nursery. Staff are deployed effectively and they supervise children with great vigilance. Robust systems are in place for the recruitment and vetting of all staff. Stringent suitability checks are carried out to help ensure that all adults working with children are suitable to do so. Self-evaluation is in its infancy and lacks the required rigour to bring about change and drive improvement forward. The views of parents and children are not included and improvement plans are not sharply focused.

### **Quality of teaching, learning and assessment requires improvement**

Children are provided with some interesting activities but they are not continuously challenged in their play and learning. This results in many children not making good enough progress across the areas of learning. Tracking systems are in place and generally work well. However, the manager has yet to embed secure monitoring systems for different groups of children, such as those in receipt of early years pupil premium. Children are eager to explore their play environment and take pride in exploring gloop, flour and sand. Older children show some increasing skill and coordination as they jump, climb and run outdoors. Babies play musical instruments and pull themselves up on low-level furniture.

### **Personal development, behaviour and welfare are good**

Care practices are good across the nursery. They are provided with healthy, wholesome and nutritious foods. Staff keep children well hydrated and drinking water is readily available in each room. There is a high staff-to-child ratio across the nursery. Children are self-confident, inquisitive and self-motivated individuals. Staff have a secure knowledge and understanding of how to deal with accidents and injuries. Staff are appropriately first-aid trained and follow robust procedures for ensuring children receive the correct care and treatment. Parents are kept well informed about their child's time at the nursery and receive daily feedback sheets, emails and newsletters.

### **Outcomes for children require improvement**

Children do not make good enough progress across the areas of learning, relative to their initial starting points. Staff discuss transitions within the nursery and talk about the process of moving on to school. Children are gaining some of the basic skills to support them to be ready for school. Children who speak English as an additional language receive adequate support and intervention from various external professionals.

## Setting details

<b>Unique reference number</b>	EY474346
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1055362
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	43
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Orangutans Child Care Limited
<b>Registered person unique reference number</b>	RP908960
<b>Date of previous inspection</b>	4 August 2014
<b>Telephone number</b>	0161 748 1876

Orangutans Day Nursery was registered in 2014. The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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