

Orchard End Nursery

129 Leicester Road, Hinckley, LE10 1LR



Inspection date

Previous inspection date

9 August 2016

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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

- The children are happy, relaxed and settled within the nursery. They build strong attachments to staff who know them very well and ensure their individual needs are known and met.
- Children engage in a wide range of activities that challenges, interests and inspires them to learn. Staff provide a free-flow environment that enables children to choose when they wish to play inside or outdoors.
- Staff support children as they learn to share, take turns and negotiate through play. Children display very good behaviour. They show kindness and consideration to their peers and clear friendships have developed.
- Children follow good hygiene routines and the care needs of babies and young children are well met. They benefit from eating a variety of freshly prepared meals and snacks that take account of the individual dietary needs of the children.
- Children settle gradually into nursery. Parents spend time visiting the nursery with their child and share detailed information with their child's key person. Children are effectively prepared and supported for the move to different rooms within the nursery.

It is not yet outstanding because:

- While staff ask children questions during play, they do not always seize the opportunity to extend their language or allow enough time for them to formulate their response and reply.
- The nursery has not yet successfully engaged in focused dialogue with parents and children as part of self-evaluation in order to enhance the provision.

What the setting needs to do to improve further

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

- give children time to think about any questions asked, formulate their reply and then respond
- take account of the views of parents as part of the self-evaluation process to help in identifying and determining areas for further improvement to enhance outcomes for children.

Inspection activities

- The inspector observed activities in all of the play areas, the outside learning environment and conducted joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are vigilant to the safety and well-being of the children. They are fully aware of the procedure for raising a concern about a child in their care. Children play in a safe and secure environment where potential risks have been identified and minimised. Robust recruitment and selection procedures are in place. Suitability checks are completed for all staff and professional development opportunities are supported. New information is cascaded to the wider staff team. Policies and procedures reflect the good quality care that is provided. Staff keep parents informed about their child's day, their progress and their achievements. There are good procedures in place to build links with local schools and prepare and support children's emotional well-being and learning as they move on to school.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents about their child at the start of their placement. This gives a clear overview of their care needs and their learning. Staff observe, assess and identify each child's future learning needs. Individual planning enables staff to clearly target learning. As a result, children make good progress. Staff share ideas with parents of ways to support and extend their child's learning at home. Children develop confidence and are secure in the routines of the day. They delight in exploring in the garden. Their love of nature grows as they look for insects in the garden. Books support their interest and they use them as a reference and spend time looking at creatures closely. This is made easier by the use of magnifying glasses. Babies enjoy exploring their environment, climbing and becoming physically active.

Personal development, behaviour and welfare are good

Children's health and well-being are nurtured. They enjoy nutritious, balanced meals and develop independence and self-help skills, for example, as older children serve their own foods. Children's care needs are well known by staff and carefully incorporated into the day. Babies and young children rest and sleep according to their needs and they receive lots of cuddles and affection throughout the day. Their individual care routines are effectively met. Children engage in a wide variety of activities outdoors that encourages their all-round development and imagination. Children are physically active. Clear planning is in place each month to support their physical ability and skills and encourage them to move in different ways. Children behave well. Their confidence and self-esteem are supported by staff. They recognise, acknowledge and praise children's efforts and achievements.

Outcomes for children are good

All children are making good progress given their starting points. Children are well supported by staff as they move through to new rooms and eventually on to school. Babies and younger children have daily opportunities to social and meet with their siblings. Children of all ages enjoy making marks in a variety of ways. One example of this is babies using chunky paintbrushes to make marks in a tray full of glitter.

Setting details

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| Unique reference number | EY495000 |
| Local authority | Leicestershire |
| Inspection number | 1031100 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 40 |
| Number of children on roll | 77 |
| Name of registered person | Orchard End Nursery Ltd |
| Registered person unique reference number | RP534995 |
| Date of previous inspection | Not applicable |
| Telephone number | 01455615455 |

Orchard End Nursery was registered in 2015 and operates from a business premises in Hinckley. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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