

Orchard Private Day Nursery



Orchard Day Nursery, 29 Orchard Street, NEWCASTLE, Staffordshire, ST5 0BH

Inspection date 4 January 2017
Previous inspection date 20 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 new manager has been proactive in the short space of time she has been in the post. She has evaluated the nursery to identify areas for improvement and has implemented changes to the planning of children's learning. This has helped to align planned activities more closely to children's interests and next steps in learning.
- Parent partnership is very strong. Staff gather information from parents about their children's interests and achievements at home. This enables them to further tailor activities to meet the individual needs of children. They agree strategies with parents for those children who have special educational needs to promote continuity in their learning between home and nursery.
- Staff take children on regular outings to enhance their learning experiences. Children enjoy trips to the local church to identify the different shapes of the windows. This helps to promote children's understanding of the world and mathematical development.
- Staff support children who are new to the nursery to settle quickly. They sooth babies through cuddling them to help them feel reassured. Older children are emotionally well prepared for their eventual move on to school. Staff take children to the local school for events, such as the Christmas play, and show them pictures of the school.

It is not yet outstanding because:

- Managers' supervision of staff does not yet have a strong enough emphasis on raising the quality of teaching to an exceptional level.
- Staff do not always plan group times well enough to fully engage or motivate young children so they learn as much as possible from them.

What the setting needs to do to improve further

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

- strengthen the supervision of staff to focus more precisely on raising the quality of teaching to an exceptional level
- develop more strategies to engage and motivate younger children during group time to help extend their concentration and increase their participation.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. He spoke with staff and children throughout the inspection.
- The inspector held meetings with the manager, deputy manager and provider. He looked at relevant documentation, such as evidence of the suitability of all those working on the premises. He also discussed self-evaluation.
- The inspector spoke with parents to gain their views.
- The inspector was shown around the nursery and garden by the manager. He discussed the provider's procedures for assessing risks in the environment.
- The inspector completed a joint observation with the manager and reviewed practice with her throughout the inspection.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers ensure staff complete safeguarding training. This helps to inform staff of any changes in safeguarding legislation and gives them an in-depth knowledge of all types of abuse and neglect. Managers welcome feedback on how practice can be improved. They seek advice from a range of professionals and act on parents' views. For example, parents shared that the range of activities in the pre-school could be improved. As a result, the deputy manager has been moved to manage the pre-school. She has enhanced the environment and improved the quality of teaching to ensure children access a wider range of learning opportunities.

Quality of teaching, learning and assessment is good

Staff plan for children's learning effectively. They provide activities to help children meet their milestones and prepare them for school or the next stage in their learning. Babies' communication skills are promoted through their interest in musical instruments. Staff give babies drums and maracas for them to beat and shake to help them listen to rhythm and make sounds. Children benefit from physical activities provided by sports coaches. They develop a wide range of skills during these sessions. Staff build on this learning through their own teaching. They set up games for children to throw and catch balls, challenging children's abilities by increasing the distance they have to throw and catch between each other. The oldest children are taught the skills they need for school. Staff help children recognise different letters and to say the sounds that letters represent. Children match different objects to letter sounds and count the number of objects they have matched. Staff work closely alongside health visitors to fully assess children's development and identify possible ways to close gaps in their learning.

Personal development, behaviour and welfare are good

Children's behaviour is good and managed appropriately by staff. They encourage children to follow rules and share toys. Children are becoming increasingly independent and cooperate with hygiene routines. They clean their own teeth after lunch and wash their hands. Children sing a song about the importance of handwashing to help them learn why washing away germs is important. Staff reward children's achievements by giving them certificates. They display these for parents to see. Children are proud of what they have done well and have high levels of self-esteem and confidence.

Outcomes for children are good

Children make good progress in their learning. Those who speak English as an additional language are able to communicate and recognise text in both English and their home language. Children have good social skills. They take turns by waiting for the toy they want to play with. As a result of weekly dance sessions, children are becoming very creative and have vivid imaginations. They are able to move their bodies to music in different ways, learning how to dance and follow action songs.

Setting details

Unique reference number	EY219783
Local authority	Staffordshire
Inspection number	1064291
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 - 4
Total number of places	40
Number of children on roll	52
Name of registered person	Linda Jean Belfield
Registered person unique reference number	RP513252
Date of previous inspection	20 March 2013
Telephone number	01782 611574

Orchard Private Day Nursery was registered in 2002 and is run by a private provider. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one with an early years foundation degree. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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