

The Orchards Day Nursery

117 Great North Road, Eaton Socon, ST. NEOTS, Cambridgeshire, PE19 8GT



Inspection date	13 December 2016
Previous inspection date	26 April 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

- Staff excel at providing children who have special educational needs and/or disabilities with the support they need. They work closely with parents, specialist teachers and other agencies to support these children to make the best progress possible given their starting points.
- Children look forward to coming to nursery and have lots of fun. Staff have an infectious enthusiasm. They positively encourage children to engage with the activities and help them to become motivated learners.
- The partnership with parents is good. Staff engage well with parents and carers and keep them well informed about all aspects of children's care and learning.
- Leaders and managers motivate staff and have built a qualified and well-trained team who demonstrates consistently good teaching skills. All contribute to a successful improvement plan, helping to sustain the quality of the provision.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's learning. They do not always follow up on children's own ideas and what they discover by themselves.
- Younger children and babies do not have frequent and wide-ranging opportunities to learn more about the wider world and experience life in their local community.

What the setting needs to do to improve further

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

- support staff to make the most of all opportunities to respond to and follow up children's own ideas and what they discover by themselves, in order to promote outstanding progress
- increase opportunities for younger children to learn more about the wider world and extend their knowledge of the communities around them.

Inspection activities

- The inspector and the manager carried out two joint observations.
- The inspector observed the quality of teaching and spoke to the key persons about how they plan for children's progress.
- The inspector looked at the premises and the resources available to the children. She spoke to children to find out their levels of enjoyment and knowledge.
- A range of documentation was looked at, including staff suitability and training, some policies and procedures and children's records.
- The inspector discussed safeguarding arrangements and safeguarding training with staff, managers and the provider.
- Discussions were held with a small number of parents. Their views and comments from testimonials, survey forms and children's records were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Managers effectively oversee children's progress to ensure there is a good understanding of children's capabilities. Children who need additional support are identified and strategies to help them catch up are promptly implemented. Managers monitor and support staff skills well. They have regular meetings and provide feedback on the observations of teaching practice. Staff are well qualified and attend a range of training events to extend their skills. For example, some staff are obtaining qualifications in outdoor learning to help older children make the most of the nearby woods. Safeguarding is effective. Several senior staff members have attended advanced child protection training. Managers and staff have a good understanding of the procedures to follow if there are concerns about children. Children are supervised well. They help staff carry out the rigorous visual checks on their environment that help to keep them all safe.

Quality of teaching, learning and assessment is good

Staff carefully observe the children as they play. They plan and provide a broad range of enjoyable learning opportunities that supports children's interests. Children are keen to take part in activities. They exuberantly make marks in shaving foam and find out what happens when they smack it with paddles. Younger children explore the properties of sand. They develop an early understanding of quantity as staff offer differing sizes of containers for filling and emptying. Staff help children to develop an interest in books. They encourage children to spontaneously choose stories to share. Older children learn to look up facts, such as identifying wild birds. Effective partnerships with other settings, including schools, help children to move on to their next learning experience.

Personal development, behaviour and welfare are good

Flexible settling-in procedures help babies and children settle in to the nursery. Staff collect detailed information from parents to help them to meet children's care and learning needs from the outset. Each child has a box of familiar items from home. They look at these and share them in small groups, which helps them to learn about their diverse lives. Staff speak to the children with kindness and patience and give clear guidance about the expectations for good behaviour. Children are encouraged to help each other and share their games. A newly formed children's council gives the oldest children an opportunity to listen to each other's opinions. This helps to develop their listening skills and value other points of view. Meals and snacks are healthy and good quality.

Outcomes for children are good

Children of all abilities, including those who speak English as an additional language, make good progress. They learn new words with interest and older children converse competently with adults and each other, sometimes using sign language. Children learn to be independent. Babies and younger children help to wipe their hands and food surfaces before lunch. Older children find their own outdoor clothing and wellington boots. They make friends and socialise with children of different ages confidently.

Setting details

Unique reference number	EY456700
Local authority	Cambridgeshire
Inspection number	1066521
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	44
Number of children on roll	78
Name of registered person	Orchard Day Nursery Limited
Registered person unique reference number	RP526460
Date of previous inspection	26 April 2013
Telephone number	01480477998

The Orchards Day Nursery was registered in 2012. It is one of two nurseries owned by a private provider. The nursery employs 16 members of childcare staff. Of these, all but one hold relevant child care qualifications. The manager holds a qualification at level 4. The nursery is open each weekday for 51 weeks of the year from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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