

Orkidz Pre School

The Old Magistrates, High Street, Barton on Humber, North Lincs, DN18 5PA



Inspection date

24 January 2018

Previous inspection date

5 June 2014

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 supervise children well when they are indoors and outdoors. They complete risk assessments of the environment and remove any hazards. This helps to keep children safe.
- Children arrive happy and are keen to join the exciting and inviting range of toys and activities available to them. They demonstrate that they feel safe and emotionally secure.
- Staff plan activities that they know children will enjoy, based on their interests and what they need to learn next. Children make good progress in their learning.
- Staff share information with parents about children's learning. They invite them to attend meetings with their child's key person to discuss their child's progress and achievements. Staff make learning bags based on children's interests and offer these to parents to help them to continue to support their child's learning at home.
- Children who have special educational needs and/or disabilities are supported well by staff. Partnership working with other professionals help staff to plan specific targets to support children's individual needs.

It is not yet outstanding because:

- Staff do not gather enough information from parents or other early years settings that children attend when they first start, to help them find out about children's prior achievements.
- Management's monitoring of children's progress is not always rigorous enough to analyse the progress made by different groups of children.

What the setting needs to do to improve further

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

- strengthen the initial information gathered from parents and other early years settings children attend to help staff plan more precisely for children's learning from the outset
- focus more precisely on comparing the progress made by different groups of children to increase the potential for them to achieve at the highest level.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school provider.
- The inspector held a meeting with the pre-school provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures that staff keep their knowledge of child protection up to date. Staff know where to report concerns they have regarding children's safety and welfare. They regularly count the number of children present. This helps to keep children safe. Staff work well with schools when children move on. They share information about their progress and levels of learning, providing extra support for children with additional needs. Staff meet with the provider for one-to-one meetings to discuss their practice and identify training opportunities to maintain their good-quality teaching. Recent training has helped staff to follow children's interests in play. The provider evaluates the provision and gathers feedback from staff, parents and children. Recent changes have increased opportunities for children to learn outdoors.

Quality of teaching, learning and assessment is good

Staff know how children learn and plan different experiences that help them to be motivated to learn. Through observing and monitoring children's play they plan activities that help children make good progress. Children are very confident and talk to staff about their interests. Staff spend time listening to children, which helps them to feel valued and appreciated. They help children to learn about the wider world and, for example, provide opportunities for them to listen to music from around the world. Staff encourage children to develop their literacy skills. Children learn letters of the alphabet and begin to write letters using pencils, paint and their fingers. Children enjoy being outside in the garden. Staff give them containers to collect rain and to predict how much water they can catch. This helps children learn about the natural environment.

Personal development, behaviour and welfare are good

Children demonstrate a good understanding of the rules in the pre-school. When asked by staff, children can recall these from memory, such as to 'be kind' and 'play with people and help them'. This promotes positive behaviour. Staff give children tasks to complete and select a helper of the day. Children get paper towels and help younger children to access snacks and drinks. Staff offer children a range of healthy snacks and provide opportunities for children to learn about healthy eating. Staff talk to children about the effects of exercise on their body. When staff ask them why their heart is beating fast, children say 'we are doing exercise'.

Outcomes for children are good

Children make good progress in their learning and learn key skills in readiness for their move on to school. They thoroughly enjoy a wake up group time when they arrive. They copy staff as they stretch their arms up high and stamp their feet to music, helping to develop their physical skills. Children are independent. For example, they wash their hands prior to eating and wash their plate and bowl when they have finished. Younger children use large, soft shapes to build and construct, demonstrating their coordination and imagination.

Setting details

Unique reference number	EY473876
Local authority	North Lincolnshire
Inspection number	1102964
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	37
Number of children on roll	53
Name of registered person	Sharon Symon
Registered person unique reference number	RP907994
Date of previous inspection	5 June 2014
Telephone number	01652661444

Orkidz Pre School registered in 2013. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

