

# Orchard House Nursery School



Orchard House Nursery, Orchard Street, LEYLAND PR25 3SH

<b>Inspection date</b>	21 November 2018
Previous inspection date	10 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Strong and supportive leadership is in place and this helps to guide the clear vision for excellence at the nursery.
- The quality of self-evaluation is good. Leaders actively gather the views of parents, staff, children and the local authority to help improve the nursery. Succinct and time-related targets are identified and leaders and staff strive to continually improve.
- Staff work closely with parents and regularly gather information about children's interests, experiences and achievements at home. Parents comment that staff provide a variety of ways for them to find out about their children's learning and development.
- Babies are nurtured well by very experienced staff who help to give them a positive start in a cosy, stimulating environment.
- Staff frequently incorporate mathematics into children's daily routines and play. Children learn to understand that mathematics has a purpose.
- Children make good progress. The manager regularly and precisely monitors the progress of individual children and groups. This helps to support managers and staff to make changes to improve outcomes for children.

### It is not yet outstanding because:

- On occasions, staff do challenge children to think deeply and encourage them to solve simple problems.
- At times, children in the toddler room do not have access to a broad enough range of high-quality experiences to fully engage them when playing indoors.

## What the setting needs to do to improve further

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

- build on opportunities to challenge children even further and encourage them to solve simple problems
- review the breadth and quality of experiences in the toddler room and ensure that children who prefer to learn indoors are highly engaged in learning.

### 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 jointly evaluated a teaching activity with the manager.
- The inspector held a meeting with the manager and the provider and discussed the nursery's self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to some children and parents during the inspection and took account of their views.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Recruitment procedures are thorough and staff are well trained about their role in safeguarding. They know what situations may cause them concern about a child's welfare and who to contact if they are concerned. Staff diligently follow the nursery's procedures for safeguarding, such as those regarding the safe use of mobile phones and cameras. The manager keeps herself and staff up to date with the local authority's procedures to help keep children safe. She informs parents about the nursery's safeguarding policies, including the 'Prevent' duty. The manager offers strong support for staff through a comprehensive system of monitoring practice, supervision and continuous professional development. Staff are encouraged to reflect on the qualities and areas for improvement in their own practice.

### Quality of teaching, learning and assessment is good

Staff get to know children very well. They observe children carefully and assess what they know and can do. Managers and staff have a very clear focus on monitoring children's progress. This contributes to the prompt identification of any gaps in learning or slowing in progress. Staff work closely with parents and external agencies to support children and their families, where necessary. They make reasonable adjustments to ensure that children's needs are appropriately met. Staff consistently use good communication and language strategies with children. They talk with children while playing with them and provide a narrative for them to hear. Children's efforts at communicating are valued by staff, and children are confident to express themselves.

### Personal development, behaviour and welfare are good

Babies and children are happy and settled at the nursery. Staff are caring and help children to build strong emotional bonds with them. Children's behaviour is good and staff have consistent routines and expectations in place. Staff encourage children's use of good manners. Older children are motivated to do things for themselves. For example, children are guided to learn to use a knife and fork and are praised for their efforts. Staff empower children to be independent in self-care tasks, when they are ready. Children follow clear routines for their good health. Children enjoy physical exercise and they have a broad, rich and exciting range of experiences available outdoors.

### Outcomes for children are good

Babies explore sensory experiences with great delight. They try new ways to make sounds, such as by using different instruments. Babies are captivated by staff who sing to them as they play. Children in the nursery group benefit from small-group experiences while joining with pre-school for some activities. These help to develop their skills while preparing them well when the time comes to move into the pre-school group. Pre-school children learn to show pride in taking on small responsibilities, such as laying the table for lunchtime. They gain the skills and attitudes that will help them to succeed when they move to school. For example, children are encouraged to listen to one another and respect each other's time to talk.

## Setting details

<b>Unique reference number</b>	EY396916
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10070897
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Julie and Edward Danson Partnership
<b>Registered person unique reference number</b>	RP529133
<b>Date of previous inspection</b>	10 April 2015
<b>Telephone number</b>	01772459199

Orchard House Nursery School registered in 2009. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for children aged two-, three- and four-year-old children.

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