

# Orchard Barns Ardleigh

Redbury Barns, Redbury Farm, Colchester Road, Colchester, Essex CO7 7PQ



<b>Inspection date</b>	17 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Good	2
Quality of teaching, learning and assessment	Outstanding	1
Personal development, behaviour and welfare	Good	2
Outcomes for children	Outstanding	1

## Summary of key findings for parents

### This provision is good

- Leaders and managers have high expectations. They are ambitious and effectively evaluate the quality of teaching, learning and assessment to help to ensure that outcomes for children remain consistently high.
- Children are extremely motivated learners. They enthusiastically explore and experiment with the exciting range of resources and materials available to them.
- Children articulate their feelings well. They speak confidently in large and small groups and share their experiences. Staff help to promote children's language and communication skills. For example, they introduce new vocabulary and encourage children to develop a love of books and reading.
- Parents speak extremely highly of the staff and comment that they regularly recommend the setting to other parents. They state that their children are very well cared for and that they make excellent progress in their learning. Some parents comment that their children can read simple books and are extremely pleased with their children's literacy skills.
- Staff make extremely good use of the information they have about each child to accurately assess their development and to provide a wide, exciting and innovative range of learning opportunities for children indoors and outdoors.
- Babies and younger children form close and caring bonds with their key person and other adults. The extremely effective 'buddy' key-person system ensures that children are always cared for by consistent adults who understand their needs well.
- Managers enthuse and encourage the staff team to make best use of their individual skills and interests within the setting. They are actively encouraged to share their expertise with others to enhance and extend learning for both the children and adults.
- Staffing deployment to supervise the children effectively is inconsistent at times.

## What the setting needs to do to improve further

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

- enhance the monitoring process to ensure staff deployment and supervision is consistently effective.

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received from this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times. She took account of the views of parents spoken to at the inspection.

### Inspector

Lynn Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff and managers are extremely knowledgeable about the indicators of abuse and how to swiftly refer any concerns. Managers are swift to reflect on and improve practice. Following an accident in the nursery, they notified Ofsted and reviewed procedures to ensure that children are kept safe. The management team effectively evaluate staff's practice, for example through regular supervision and appraisal meetings. They use the information they know about staff to implement extremely robust arrangements for performance management. Staff use information gained through training to enhance their knowledge of how children learn and develop.

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

Staff are extremely knowledgeable about how children learn. They provide highly stimulating and exciting learning opportunities for children to explore and experiment with. Staff enthusiastically encourage children to think critically and to solve problems for themselves. For example, children decide how they are going to create a stage for their 'talent show'. They arrange the seating for their audience so that they have enough chairs and can all see the performers. Children choose which dressing-up clothes they are going to wear in preparation for their performance. They proficiently and confidently sing and dance to their friends. Children express themselves artistically as they listen to calming, classical music. They talk about how the music makes them feel and portray their feelings using a range of materials easily accessible to them. Older babies joyfully express themselves to music. Staff provide them with a range of colourful material and encourage them to wave the material in movement to the music.

### Personal development, behaviour and welfare are good

Children are very self-confident and self-aware. They are independent and enjoy guiding their own learning. Staff present children with an exciting and stimulating environment, which enables them to explore learning. Children spend much of their day playing and learning outdoors in the well-equipped and exciting gardens. Older children access the outdoors throughout the year when they play in the all-weather, undercover classrooms, accessible from the main playrooms. Children enjoy participating in physical play opportunities that enable them to develop their physical abilities indoors and outdoors. Children are provided with healthy meals and snacks. Staff encourage children to learn about where food comes from through planned activities, such as growing vegetables.

### Outcomes for children are outstanding

Children make swift and consistently high rates of progress from their starting points. They are extremely ready for their next stage of learning, such as school. Children are confident speakers who enjoy sharing their experiences from home. Children learn to speak French and proficiently develop their exploratory skills, for example when they participate in 'Forest Fun' activities. They are creative, imaginative and make excellent use of the resources to extend and enhance their chosen play.

## Setting details

<b>Unique reference number</b>	EY555412
<b>Local authority</b>	Essex
<b>Inspection number</b>	10091982
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Orchard Barns Partnership
<b>Registered person unique reference number</b>	RP517413
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01206231195

Orchard Barn Ardleigh registered in 2017. The nursery employs 25 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2, 3, 4 and 6. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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