

Orchard Day Nursery and Nursery School

129 Derby Road, Chellaston, DERBY DE73 5SB



Inspection date	5 March 2019
Previous inspection date	5 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The manager and deputy manager work well as a team. They are committed to developing the nursery and providing a caring and good-quality learning environment. They effectively reflect on the provision to continue to make improvements and involve the views of the parents, staff and children in the process.
- Staff are caring and take the time to get to know all children and their families. Children build trusting bonds with staff and their key person. They settle well and show high levels of confidence and self-esteem. This helps to promote children's emotional development effectively.
- Staff are good role models and offer clear explanations to support children to play harmoniously together in the nursery. They regularly praise children and help to promote their social development. Children behave well. They learn to share, take turns in their play and consider each other's feelings.
- Partnerships with parents are good. Staff regularly provide parents with verbal and written information about their children's progress and ways to support learning at home. Parents comment positively on the care and teaching their children receive. They comment that their children are happy, settled and enjoy coming to the nursery.
- Staff have a good understanding of how children learn and develop. They provide exciting activities and experiences that promote children's learning. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points.
- Staff undertake regular observations of children's achievements. However, staff assessments are not meticulous enough to ensure the planning for children's next steps in learning is targeted effectively.
- The manager does not use the systems in place for supporting staff's practice rigorously enough in order to help raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen the assessments of children's progress and monitor these more closely, so that any next steps in children's learning are identified and planned for with more accuracy
- build on the existing arrangements for monitoring and supervising staff's practice, to help raise the quality of teaching to the highest level.

Inspection activities

- The inspector had a tour of the nursery. She spoke to the staff and children during the inspection. She held discussions with the general manager, manager and deputy manager at appropriate times during the inspection.
- The inspector observed the staff's interactions with the children and discussed children's development with their key person and the manager. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager and deputy manager and discussed the impact of the teaching and learning.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of child protection issues and know what to do and whom to contact if they have any concerns about children's welfare. They have attended training to help improve their safeguarding knowledge. The recruitment and vetting procedures are robust and ensure staff are suitable to work with children. New staff complete a thorough induction process to ensure that they understand their roles and responsibilities. The manager is beginning to support staff through meetings and training to help develop their practice. Staff work closely with other early years settings and agencies, to help provide continuity in learning and care for all children. The manager uses additional funding well to support children's individual needs.

Quality of teaching, learning and assessment is good

Staff work well as a team to support and guide children's learning well. Overall, they use their knowledge and qualifications effectively to provide for children's individual development. Staff interact in a positive manner and join in with children's play with enthusiasm. They provide stimulating activities and encourage children to explore, discover and solve problems. For example, older children eagerly use crates to build towers. They find ways of building the tower taller and make decisions as to whether the tower is safe. Staff use this activity well and ask questions to encourage the children to think and use their imagination. Young children use their fingers to explore the texture of sand and water. This helps children to develop the small hand muscles needed later for writing. Staff promote early mathematics well. Children count, compare sizes and use mathematical language during their play.

Personal development, behaviour and welfare are good

Staff provide very good opportunities for children to learn. Children are at ease within the nursery and explore the environment well, demonstrating that they feel safe and secure. Resources are easily accessible to children and they have plenty of time to engage with self-chosen activities. Staff support healthy lifestyles. Children have plenty of opportunities to exercise and develop their large physical movements as they play in the garden. Staff teach the children well about healthy food options. For example, they read a story about a very hungry caterpillar who gets tummy ache from eating too much food. Staff talk to the children about not eating too much food and from this they decide that fruit is good for them to eat. Staff teach children about the local community, wider world and differences and similarities between themselves and others. For instance, they provide displays, resources and books that reflect children's cultural backgrounds.

Outcomes for children are good

Children are keen to learn and are working within their expected age bands. They are confident, listen, concentrate and are gaining skills for future learning and their eventual move to school. Children are curious about the world around them and enjoy exploring the sounds microphones make. They confidently communicate with their friends and staff. Children develop their early literacy and mathematical skills well.

Setting details

Unique reference number	258405
Local authority	Derby
Inspection number	10072732
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	70
Number of children on roll	215
Name of registered person	Orchard Private Day Nurseries Ltd
Registered person unique reference number	RP521895
Date of previous inspection	5 January 2016
Telephone number	01332 728545

Orchard Day Nursery and Nursery School registered in 1998 and is located in Chellaston, Derby. The nursery is privately owned. The nursery opens from 7.20am until 6pm, Monday to Friday, all year round, except for bank holidays. The nursery is in receipt of funding for free early education for children aged two-, three- and four-years-old. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2, 3 or 5. One of the members of staff has early years professional status.

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