

Orchards Day Nursery

20 Tatton Road South, Heaton Moor, Stockport SK4 4LU



Inspection date	25 June 2019
Previous inspection date	14 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Leadership and management are good. The provider and managers work closely with staff and they have embraced support from the local authority. Staff have attended training sessions and built good links with local schools. Their actions and proactive approach have a positive impact on children's outcomes. For example, pre-school children are well prepared for their primary education.
- Staff plan exciting activities that take into account children's individual learning needs and interests. As a result, children enjoy their learning and they make consistently good progress.
- Children have a voice. Staff embrace children's ideas when planning activities and topics. For example, pre-school children recently showed an interest in trees and this evolved into a topic about the rainforest. Consequently, children are engaged and eager to learn more.
- Children are well behaved. They learn manners and develop good social skills. For example, babies feed themselves competently at lunchtime. They sit happily with their friends and staff and thoroughly enjoy this relaxed, social occasion.
- Children benefit from opportunities to learn about similarities and differences. These activities are adapted to children's level of understanding. For example, toddlers experienced the vibrancy of colours as they learned about the festival of Holi. They mixed dried paints, which helped them to see how colours change. They also discovered the joy of becoming covered from head to toe in paint.
- Staff do not make the best use of opportunities to extend children's vocabulary and, at times, they give the wrong information. For example, staff incorrectly refer to a frog as an insect.
- Occasionally, routines during the snack-time period are not managed well enough. This results in increased noise levels and some disruption in children's learning.

What the setting needs to do to improve further

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

- extend children's vocabulary further so they experience the meaning and sounds of new words
- review the organisation of routines during the snack-time period, to maximise children's learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to children and staff throughout the inspection.
- The inspector held a meeting with the leadership and management team to discuss the improvements made since the previous inspection.
- The inspector spoke to one parent and reviewed parents' questionnaires.
- The inspector reviewed the nursery's self-evaluation form.
- The inspector viewed a sample of documentation, including medication records and information about children's dietary needs.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The procedures for ensuring children's safety are rigorous. For example, staff supervise children closely when they are using the internet, and medication procedures are robust. All staff who work at the nursery are appropriately vetted to ensure they are suitable to work with children. The outdoor play area is safe and secure. Children relish outdoor play opportunities and take responsibility for fixing any broken equipment. For example, children used real tools to help the 'handy person' fix the wheelbarrow. This helps them to understand about sustainability and taking care of their toys and resources. The provider and managers have established a strong and motivated team. They promptly address underperformance and have given staff lead roles. This approach works extremely well in practice. For example, a pre-school coordinator has recently been introduced to ensure children are ready for school. This role is complemented by dedicated staff who respond well to training and support to enhance the quality of their teaching.

Quality of teaching, learning and assessment is good

Effective transitions significantly aid children's learning. Staff work closely with parents to establish their children's starting points. They take into account the individual learning needs of each child and plan meaningful activities to extend their learning. For example, babies who are wary of messy play are offered activities such as painting with yoghurt, to help them experience familiar textures. Staff assess children's capabilities at regular intervals and where progress is less than expected they take prompt action. For example, staff work closely with outside agencies and parents. Consequently, all children, including those with special educational needs and/or disabilities, make good progress. Teaching is consistently strong.

Personal development, behaviour and welfare are good

Children benefit from lots of fresh air and exercise. They are independent and demonstrate a can-do attitude. For example, toddlers worked collaboratively and made an impressive obstacle course. They showed consideration to others and celebrated their achievements as they took turns balancing across the planks of wood. The outdoor play area provides rich learning opportunities. For example, children refine their physical skills as they ride wheeled toys and use sweeping brushes with precision and skill. They enjoy tipping and filling sand into buckets, which develops their early mathematical skills. Children understand the effects of physical exercise on their bodies as they help themselves to fresh drinking water to quench their thirst.

Outcomes for children are good

The range of available resources provides children with the opportunity to initiate their own play and learning. During the inspection, pre-school children discovered a set of weighing scales could also be used as a catapult. They worked together to test out their discovery and quickly realised the harder they hit one side of the scales, the faster the ball projected through the air. They remained thoroughly engaged. All children, including babies, are eager to learn and thrive in this stimulating and nurturing environment.

Setting details

Unique reference number	EY217002
Local authority	Stockport
Inspection number	10078055
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	0 - 4
Total number of places	59
Number of children on roll	94
Name of registered person	Orchards Day Nursery Limited
Registered person unique reference number	RP902273
Date of previous inspection	14 August 2018
Telephone number	0161 432 1994

Orchards Day Nursery registered in 2002 and is located in Heaton Moor, Stockport. The nursery employs 24 members of childcare staff. Of these, 15 staff hold appropriate early years qualifications at level 3 and three at level 2. The manager holds a level 5 early years qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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