

Inspection of The Orchard

Church Institute Hall, High Street, BANSTEAD, Surrey SM7 2NN

Inspection date: 22 October 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children want to come to the setting and are keen to learn in the inviting environment where they are valued and respected. The manager and staff promote children's safety well. For instance, staff help children to risk assess balance beams to decide if they are too slippery to negotiate safely.

Staff have high expectations for each child and plan interesting activities to keep children motivated. For example, children explore flour and make marks with chunky pencils. They make their own play dough and have fun exploring fairy pumpkin houses. Children have lots of opportunities to use their imagination in play.

The manager and staff are good role models and children behave well. Staff support children in understanding their emotions effectively. For example, they use visual aids to help children identify and manage their feelings.

The staff work well together and have a nurturing and friendly manner. This has a positive impact on the children's learning. Staff work well with parents to understand each child. Parents are happy with the manager and staff, and the service they provide. A parent commented that staff are 'knowledgeable and really care about the children'.

The manager and staff build resilience in children and support them to keep trying, even when they encounter difficulties. They praise children, helping to build on their developing confidence and self-esteem.

What does the early years setting do well and what does it need to do better?

- The manager supports staff well. She ensures all staff have an up-to-date knowledge of relevant and current government guidelines and legislation. She helps staff to identify their strengths or areas for improvement. For example, after attending training, staff are better able to understand how each child learns in a different way.
- The manager and staff evaluate their practice well. This is evident when staff and children identify areas for improvement. For example, they recognised a need for extra resources outside and the manager has since purchased a bug hotel and a ladybird house.
- The manager and staff share the wonder and delight of nature effectively with children. For example, they investigate cobwebs that are shining after rain on the bushes and trees. Children continue the experience in the setting by using craft materials to make their own web.
- During circle time, staff discuss the rules of the setting, such as being kind. They

demonstrate exercises and stretching activities to help children become active and prepare for the session ahead. Children begin to learn how their bodies work.

- Children learn how healthy eating choices help them to grow and develop. For example, at snack time, children choose from a selection of satsumas, strawberries and apples. They fill their own bowls and pour their own drinks. There is very little waste as children learn how much they are able to eat.
- Children are learning to respect each other and are beginning to understand boundaries. However, the manager and staff do not provide many opportunities for children to learn about, value and develop an understanding of their own and other people's similarities and differences.
- Children develop the skills they need to move on to school. For example, they share, take turns and play well together. They learn to be independent and register their attendance as they arrive. Children use tissues and know to clean their hands afterwards to stop the spread of germs. Children learn good hygiene practices.
- The manager and staff identify children's starting points well and plan for each child to make progress. For example, older children learn to estimate quantities of ingredients while making play dough, and younger children begin to learn to identify shapes. Children begin to develop a good understanding of early mathematics.
- The manager and staff repeat back words for younger children and add vocabulary to help extend learning for older children. However, they do not provide many opportunities to support those children who are learning English as an additional language.
- Staff have a good relationship with parents and communicate in different ways. For example, parents have the opportunity to attend parents' meetings and receive a written report detailing their child's progress. The manager also sends out a weekly newsletter explaining what is on the agenda for the following week at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff keep their safeguarding knowledge up to date. Staff attend mandatory training and also have experience of wider safeguarding issues, which helps them to keep children safe. The manager and staff know the signs that may indicate a child is at risk of harm. They understand how to identify and report any concerns they may have about a child's welfare. The manager has a robust and comprehensive safeguarding policy. She keeps this updated and includes detailed child protection and safeguarding information, which she shares with parents, to help protect children and keep them safe.

What does the setting need to do to improve?

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

- make the most of all opportunities to help those children who are learning English as an additional language contribute to conversations and build further on their communication and language skills
- increase opportunities for children to value and develop an understanding of their own and other people's language, culture and diversity.

Setting details

Unique reference number	EY548329
Local authority	Surrey
Inspection number	10123470
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Millbank Nursery Schools Limited
Registered person unique reference number	RP539746
Telephone number	07708 085780
Date of previous inspection	Not applicable

Information about this early years setting

The Orchard registered in 2017. It is located in Banstead, Surrey. The setting is open on Monday from 9am to 3pm and on Tuesday to Thursday from 9am to 1pm, term time only. There are five staff, three of whom hold relevant childcare qualifications at level 3 and two hold qualifications at level 2. The setting receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- The inspector had a tour of the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the manager and staff about their practice and children's learning and development.

We carried out this inspection 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.

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