

# Inspection of Orchids Childcare

Oak Cottage Primary School, Greswolde Road, SOLIHULL, West Midlands B91 1DY

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Inspection date: 30 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy in this setting. They have fun and enjoy the good range of stimulating and innovative activities provided for them. Staff work closely with the Reception and pre-school teachers of the on-site school, where most children also attend. This enables them to plan and provide well-thought-out activities for what each child needs to learn next. Children are excited to make use of the drawing station, where paper has been taped underneath a table for them to lie down and practise their mark-making skills. They are developing a good understanding of letters and sounds and are eager to show what they know and can do. Children feel safe and secure in the familiar surroundings. They develop secure relationships with staff, who know them well. Children make independent choices about the resources they play with. Staff listen to children and encourage them to use the new words that are introduced. Children express delight as they feel for items that are hidden in a box of flour or oats. They are encouraged to draw or write what they think is inside. Anticipation builds as the hidden items are revealed. Children's behaviour is good. They are learning to manage their feelings and behaviour as they are encouraged to stop and think and are reminded of the simple rules by staff. Children are respectful of others and use their manners.

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

- Managers are ambitious. They place a high focus on the breadth of the curriculum they offer to children attending. This complements the work of the pre-school and builds on children's developing skills and knowledge. Staff make accurate observations of children's learning. This information contributes to their overall assessments of development.
- The learning environment is stimulating. It is carefully planned for the range of abilities of the children attending. There are clear learning intentions for each of the exciting play activities. Staff access further training to increase their knowledge and understanding. However, the support and coaching for staff does not yet fully enable them to improve their personal effectiveness to raise the quality of teaching to the highest level. Nevertheless, children are developing all the skills they need in preparation for the move on to school. Children with special educational needs and/or disabilities receive the right support to help them to progress in their learning.
- Children have abundant opportunities to strengthen their small-muscle skills in preparation for writing. For example, they manipulate and model dough and enjoy playing in the 'finger gym' as they use toothbrushes and talk about brushing their teeth.
- Children are busy and engage well in their chosen tasks. They focus and show perseverance, and cheer with staff when they succeed. This helps to raise children's confidence and self-esteem. Children have opportunities throughout

their play to count and recognise numerals. They use long rods to catch fish and talk about numbers on these. They match numerals on a jigsaw to the numbers they find in a drawer.

- Children who are new to the setting settle in well. Staff are warm and kind to children. Children are confident to ask questions or ask for help. The youngest children are well supported by key staff, who meet their individual needs well. They are helped to choose their snack and sit together to chat and eat.
- The manager uses feedback from parents and children to consider where improvements can be made to the provision. Parents speak very highly of the staff and the setting. They say that their children are happy and enjoy attending and that the staff keep them informed about their children's care and learning needs.
- Staff promote independence well. Children put on their own coats in readiness for outdoor play. The garden has a range of interesting resources for children to access. They enjoy riding wheeled toys and develop their physical skills as they learn to manage the scooters. Children play and work well together on chosen tasks. They enjoy filling cups with leaves and serving them to staff as 'tea'.
- Children's health and hygiene are promoted as children know to wash their hands after playing in the garden. They are learning about the differences and similarities in people and have consistent opportunities to learn about different cultures through the various festivals that they celebrate. Children also have a range of clothes to dress up in for role play.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers are clear about their duties and responsibilities to ensure that children are safeguarded effectively. Staff are clear about the signs and symptoms of abuse and understand the procedures to follow if they are concerned that a child may be at risk of harm. Staff are well supported to understand and work in line with the setting's policies and procedures. This ensures that the welfare of children is continually promoted. Robust recruitment and checking procedures ensure the ongoing suitability of staff. Staff are vigilant. They undertake regular risk assessments of the premises and equipment to ensure that children are kept safe.

## **What does the setting need to do to improve?**

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

- strengthen the individual support and coaching for all staff, to improve their personal effectiveness and raise the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	EY364751
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10071930
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	3 to 11
<b>Total number of places</b>	62
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Orchids Childcare Limited
<b>Registered person unique reference number</b>	RP901065
<b>Telephone number</b>	07792 573 519
<b>Date of previous inspection</b>	15 October 2015

## Information about this early years setting

Orchids Childcare registered in 2008. The setting employs seven members of childcare staff, all of whom hold early years qualifications at level 2 or 3. The setting is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 9.00am and midday to 6pm during term time, and from 7.30am to 6pm during school holidays. The setting provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Taylor

## Inspection activities

- A learning walk was conducted by the manager and the inspector to learn about how the environment is arranged and how the curriculum is organised.
- The inspector and the manager completed a joint evaluation of an activity. The inspector observed the quality of teaching during the inspection.
- The inspector spoke to parents and considered their views from the written information provided.
- The inspector spoke to staff and children at appropriate times during the inspection.
- A meeting was held between the managers and the inspector. The inspector reviewed a sample of documentation, including policies and evidence of the suitability of those working with the children.

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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