

Inspection of Orchard Day Nursery

Beaconsfield, The Orchard, Huyton, LIVERPOOL L36 5UZ

Inspection date: 26 February 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

This large nursery provides a warm family environment. Children arrive happily and are keen to join their friends. Children show that they feel extremely safe and secure. For example, babies and toddlers smile when visitors enter the room. Older children provide the inspector with dressing-up accessories and invite them to join in with their pretend play. Staff have high expectations for children. They talk confidently about how they plan the educational programme to support children to achieve the best possible outcomes. Across the nursery there is an extremely sharp focus on supporting children to develop their early language skills. For instance, staff skilfully make excellent use of props, such as wooden spoons depicting images of a nursery rhyme characters, and large puppets. This encourages children to maintain attention. Toddlers later spontaneously babble to the tune of nursery rhymes they heard earlier. This demonstrates that they are consolidating their learning. Staff offer plenty of praise when younger children use new words, such as 'star'. Partnerships with parents are particularly strong. Staff provide bespoke training courses for them, such as ways to support children to develop their early language skills at home. The impact of this early focus supports older children to become confident, fluid talkers. For example, they hold meaningful discussions, such as how to care for the environment.

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

- The members of the management team have a very robust system for monitoring children's development. They also take local data about outcomes for children into consideration. This helps them to identify areas where children are at risk of falling behind their peers. Staff put measures in place to help children to catch up. For instance, there is an extremely sharp focus on supporting children to develop their early mathematical skills. Younger children enjoy looking for shapes in the environment. As older children enjoy making mosaic pictures, staff challenge them to predict how many more shapes they will need to complete their picture.
- Staff are alert to initiatives to reduce childhood obesity figures. They give priority to supporting children to understand the importance of developing a healthy lifestyle. Children enjoy healthy, nutritious meals which are prepared on the premises. Staff share recipes with parents to encourage them to try the meals at home. They ensure that children have frequent opportunities to be active both indoors and outdoors. For instance, outside, they enjoy playing in large puddles. They giggle excitedly as they discuss who can make the biggest splash.
- Staff are passionate about helping children to develop a love of books. They use stimulating ways to help children to learn that books can be fun. For example, as staff read stories to younger children, they encourage them to look in a basket to find an animal to match the character in the story. Staff dress up in relevant

costumes to read stories to older children. This helps to bring the book to life and supports children to listen extremely attentively. They enhance storytelling further by introducing props and pausing to allow children to join in with familiar phrases. Children later use props independently to make up their own stories.

- The management team has highly effective methods for monitoring and coaching staff. All staff have regular opportunities to access further training to build on their existing skills and knowledge. For example, they talk positively about recent training on supporting children to explore early science. They state this has raised their awareness of maximising opportunities for learning that arise naturally, such as puddles. The members of the management team give staff's well-being high priority. They have established a range of highly successful incentives to reward staff for their hard work. Staff speak exceptionally positively of the support they receive from the management team.
- The nursery is very inclusive. This helps children to have a high level of understanding and respect for difference in others. Children are exceptionally well behaved and tolerant. They understand that their friends may be angry because they are frightened. Staff make excellent use of the nursery's sensory room to help children to manage their behaviour. They are extremely skilled at supporting children with special educational needs and/or disabilities. Staff work highly effectively with other professionals and parents to support children to fully access the curriculum. Parents state that staff go 'above and beyond'. For example, they talk about staff accompanying them to courses. This helps to support a consistent approach. The management team uses additional funding appropriately to support children to learn what they need to know next. As a result, all children make at least good progress, and some make rapid progress, including those who require additional support.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding lead officer ensures that all staff receive regular training and updates on safeguarding procedures. This supports staff to have a secure knowledge of how to keep children safe. Staff are alert to the difficulties that some families face in their lives and support them to access appropriate services. The management team provides on-site training courses for parents, such as paediatric first aid. They invite parents to workshops to discuss ways to support children to stay safe when using online technology. This helps parents to support their children to stay safe outside of the nursery.

Setting details

Unique reference number	EY350216
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10109750
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 to 10
Total number of places	222
Number of children on roll	322
Name of registered person	Orchard Day Nursery (Liverpool) Limited
Registered person unique reference number	RP908130
Telephone number	01514 898455
Date of previous inspection	25 March 2013

Information about this early years setting

Orchard Day Nursery registered in 2007. The nursery employs 48 members of childcare staff. Of these, 45 hold early years qualifications at level 3 or above, including six who hold childcare qualifications at level 6. Two members of staff hold early years teacher status, and one member of staff holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 5.30pm. The nursery also offers out-of-school care from 2.30pm until 5.30pm during term time, and from 8am until 5.30pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Smith

Inspection activities

- The manager and the inspector jointly observed staff interactions with children during activities. They discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The manager showed the inspector the range of resources available for children's use. She discussed how they support the educational programme.
- The inspector examined a sample of relevant documents and evidence of the suitability of staff.
- Key persons discussed children's learning and progress with the inspector, including children's next steps and interests.
- Parents shared their views of the nursery with the inspector. The inspector took account of these.

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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