

Inspection of The Orchard Pre-school Ltd

St Margaret's Millennium Centre, Gatekeeper's Chase, Rainham, Gillingham, Kent
ME8 9BH

Inspection date: 13 March 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

Children feel safe; all staff go to great lengths to support children, especially during carefully considered transitions. Children are exceptional communicators and talk confidently about their play. Staff have extremely high expectations of children. They recognise areas in the setting they can continue to improve. For example, a project to further develop children's interest in numeracy has significantly improved learning. Adults plan a remarkable range of activities based on extensive knowledge about children's stages of learning and interests. For example, pre-school children build on their existing knowledge as they persist and try harder, exploring different ways to build the very tallest tower they can. Children learn about the wider world; staff offer real experiences of what it is like to be a child in another country. The extensive and varied resources help children to challenge their own ideas, consequently children are exceedingly well supported to make the best possible progress. In the nursery room, staff demonstrate an exceptional knowledge of language, this can be seen across all teaching. For example, through the use of skilful storytelling, children develop consistently high levels of concentration which helps to prepare them for future learning. Leaders provide ongoing and meaningful opportunities for sharing information with staff and parents, to help identify areas to improve. Leaders have an excellent oversight of their provision and are committed to working effectively, with the local community and professionals, to support the pre-school's ongoing success.

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

- Children learn to have extraordinary respect and understanding for people's similarities and differences. For example, families enthusiastically join in local celebrations of cultural events and are offered opportunities, such as learning about chicks hatching, as family learning experiences.
- Practitioners support children to develop excellent communication skills. Children are extremely confident in sharing their ideas. Staff are consistent and build on children's vocabulary exceptionally well. For example, while children play, staff encourage them to reflect on the sounds and letters they are learning.
- The manager and her team review their practice extremely well, taking an active role in evaluating practice and provision. For instance, they share insightful feedback about the high-quality activities they participate in each day. Consequently, children sustain their attention incredibly well as they learn.
- The manager establishes impressive partnerships with parents and keeps them exceptionally well informed. Parents report that they feel remarkably well supported and have access to extensive information about early years. For instance, the manager shares top tips to help children and families to access the internet safely.
- The manager and her team monitor and track children's individual progress

extremely closely, this supports them to rapidly highlight any gaps in children's development. They are extremely quick to provide children with effective and timely support, to close any gaps.

- The staff support children exceptionally well in preparing for their eventual move to school. For example, all children write their names with great confidence, and plan and organise their own time with enthusiasm and great purpose.
- Children are extremely polite and their behaviour is impeccable. Children gain exemplary social skills and build meaningful friendships. For example, they have learned how to follow quite difficult strategies which have helped to teach them how to wait their turn while using bikes in the garden.
- The setting is committed to supporting children and their families in improving and understanding healthy food choices. Children have excellent opportunities to learn about the importance of healthy eating. For example, through staff training, everyone has learned how to make healthier choices and lunch boxes have improved dramatically.
- Children develop excellent physical skills. For instance, they confidently use intricate puzzles and threading resources. They also explore a variety of larger equipment, including stilts, pedal bikes and challenging play equipment.
- The staff teach children about rules and responsibilities with skill and expertise. They use highly effective strategies which can be seen across the age groups, and children respond quickly and positively to adult direction. All children confidently demonstrate their understanding of why rules are important, and help each other to remember and practise those rules.
- Children develop a confident approach to their personal care routines, and are increasingly independent. For example, they make sure their friends can help themselves to tissues and hand towels, and remind each other of how to keep healthy.
- Staff each benefit from a clear and focused plan of training, and receive valuable and worthwhile support from their highly qualified and dedicated manager.
- Staff expertly use sign language to support children's learning, and those with special educational needs and/or disabilities make consistently fast progress. All children learn single words from other languages as part of their daily welcome time.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a strong understanding of safeguarding policies and the procedures to follow to help protect children's safety and welfare. All staff have confident knowledge of who to contact should they have concerns within the setting. All staff have extensive understanding of the different signs that may indicate a child is at risk of harm. Through ongoing professional development, the manager ensures staff keep their knowledge up to date. The manager follows an effective recruitment process, to ensure that new staff are suitable and have appropriate knowledge and skills they need to work within the setting.

Setting details

Unique reference number	EY397666
Local authority	Medway
Inspection number	10108733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	58
Number of children on roll	83
Name of registered person	The Orchard Pre School Limited
Registered person unique reference number	RP905482
Telephone number	01634 371985
Date of previous inspection	17 July 2013

Information about this early years setting

The Orchard Pre-School Ltd registered in 2000 and operates from three rooms in a community centre in Rainham, Kent. The pre-school employs eight members of childcare staff, seven of whom hold early years qualifications. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.15am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Fisk

Inspection activities

- The inspector looked at a sample of the pre-school's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the pre-school management team.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A joint observation was carried out between the pre-school manager and the inspector.
- The inspector completed a learning walk across all areas of the setting, to understand how the early years provision and the curriculum are organised.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020