

# Inspection of Orchard Day Nursery

Orchard Day Nursery, Trinity C of E V A First School, Coopers Lane, VERWOOD,  
Dorset BH31 7PG

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Inspection date: 10 March 2020

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

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish in this safe and stimulating environment. They become deeply engaged and highly motivated to learn. Babies and toddlers show high levels of sustained interest and determination in activities, such as attempting to blow bubbles, throwing balls and investigating natural resources. Children have very strong relationships with staff and enjoy their company. As toddlers leave for the day, they wave goodbye and blow kisses to the staff. Children's behaviour is exemplary. A highly consistent approach to care routines, behaviour management and expectations in all rooms supports children extremely well. For example, older children request when to award themselves a sticker for their sticker chart. This helps children to be successful in their learning and in managing their feelings and behaviour.

Children have excellent social skills and are eager to share previous experiences with visitors. They confidently recall the music sessions they have at the nursery. There is a strong focus on incorporating music into children's experiences in enjoyable ways. Children thoroughly enjoy their explorations and discussions, particularly during outside forest school sessions. Older children take managed risks eagerly. They work very well together as a team when building bridges, using fallen branches laid over ridges in the forest area.

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

- Staff have high expectations for all children's achievements. They carry out in-depth observations and assessments of children's learning. Staff use accurate evaluations to identify children's next steps in learning to progress their development. They share information proactively with parents and other settings that children attend. This contributes significantly to preparing children, including those who are vulnerable, for the next steps in their learning.
- Staff ignite children's imaginations with a well-planned curriculum. They use their exceptional understanding of the early years foundation stage to embed all areas of learning into children's play. For instance, children collaborate extremely well to plan an imaginary trip to London. They use laminated cards as tickets, decide how much they will cost and use real money to exchange with the bus driver. Children eagerly build a bus from chairs and low-level fences, and talk with excitement about what they will see. They delight in recalling previous experiences. Staff make use of opportunities to introduce children to the concept of time. They ask questions such as, 'How long do you think it will take to get there?' and, 'What time will we get there?'
- Children have a well-developed understanding of how to stay safe. When crossing the roads to get to the forest area, staff provide excellent explanations about how children must wait, and try to hear and look out for cars.

- Children are highly enthusiastic on arrival back from forest school and are ready to learn. They independently hang up their belongings and quickly settle at their chosen activity. Children show excellent listening and attention skills as staff read stories. They think carefully and share their ideas when staff ask questions linked to the story.
- Staff are highly responsive to children's individual care needs and routines. They promote health, hygiene and children's independence in self-care exceptionally well at all levels. Older children develop their independence in readiness for school. For example, without prompting, they wipe down their tables and chairs after lunchtime.
- Parents are extremely positive about the work of the nursery. They feel confident that their children are safe, well looked after and that all their needs are met. Parents speak highly of the support they receive and the excellent communication that staff provide about their children's learning and development. The nursery staff provide many training opportunities for parents, for example, parents recently participated in first-aid training. Above all, the parents provide extremely positive comments and say that the staff are making lovely memories for all children.
- The manager provides excellent levels of support to staff. For instance, staff are given a generous amount of time each week to plan activities and complete children's assessments. The manager and room leaders meet with staff regularly to have robust discussions on work performance and to identify accurately their training needs. Staff have attended a very wide variety of courses, including a course on literacy which has developed children's early writing skills. All staff reflect continuously on their work and swiftly put in place improvements and changes which have a positive impact on children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has an extensive knowledge of safeguarding issues. She attends regular training and conferences, which enables her to provide guidance and support for the staff. She ensures that safeguarding remains a high priority and is discussed at every staff meeting. Staff know the signs that may indicate a child is at risk of harm, and understand the actions they must take. They use the provider's policies, procedures and risk assessments to promote children's health, safety and well-being extremely effectively. The manager uses robust systems for training and supervision of staff to help ensure they remain suitable for their roles.

## Setting details

<b>Unique reference number</b>	EY309359
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10126005
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	184
<b>Name of registered person</b>	Orchard Nursery (Verwood) Ltd
<b>Registered person unique reference number</b>	RP525637
<b>Telephone number</b>	01202 820124
<b>Date of previous inspection</b>	24 August 2015

## Information about this early years setting

Orchard Day Nursery registered in 2005. It operates from its own premises within the grounds of Trinity Church of England Voluntary Aided First School in Verwood, Dorset. The nursery receives funding to provide free early education to children aged two, three and four years. It opens each weekday for 51 weeks of the year, from 7.30am until 6pm. The nursery employs 30 members of staff who work with children, 26 of whom are qualified between level 2 and qualified teacher status. The owner holds an early years degree and early years teacher status.

## Information about this inspection

### Inspector

Rachel Cornish

## Inspection activities

- The inspector observed staff interacting with children indoors and outdoors.
- A joint observation was completed with the manager. The inspector discussed how the manager supports staff in their roles.
- The inspector spoke with children, parents and staff.
- The inspector met with the provider and the manager. They discussed how staff update their skills and knowledge, evaluate the quality of the provision and how staff monitor children's progress.
- The inspector viewed relevant documentation relating to the suitability of practitioners.

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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