

Inspection of Orange & Lemon

Abbey Community Centre, Cowbridge Lane, Barking, Barking And Dagenham IG11 8LQ

Inspection date: 23 September 2021

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 are happy and settled at this friendly and welcoming nursery. They quickly develop affectionate relationships with staff, and show that they feel safe and secure in their care. For instance, children include staff in their imaginative role play, confident that they will listen to their ideas and join in. Children's behaviour is consistently good; they are friendly towards others and play nicely together. Children listen to staff and enjoy being helpful. For example, they cheerfully assist with chores, such as tidying up.

Staff have high expectations for all children. They get to know each child well so that they can support their progress and extend their interests. Children develop positive attitudes towards learning. They confidently lead their own play, indoors and outdoors, taking risks and setting themselves challenges. For example, in the garden, they learn how to cycle safely up and down the small hill. The good range of resources and activities spark the children's imaginations and curiosity. For example, children enjoy playing with toy trucks and diggers, and make up imaginative games based on their own experiences. They find out more about the vehicles by looking at books with staff.

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

- The manager demonstrates a passionate commitment to the children and families that use the nursery. She and staff gather a wide range of information about children by observing them and talking to their parents. They plan the learning programmes effectively to ensure that children have a broad variety of experiences. This helps to enhance their learning and prepare them for later life. Additional funding is used to provide resources to continue children's learning at home.
- Parents are happy about the care and education their children receive. They say that their children have developed confidence and speak more fluently since starting the nursery. Parents comment that staff are very kind and friendly. They feel well informed about what their children enjoy and learn at the nursery.
- The manager provides consistent support and guidance to staff. However, sometimes, the targets for staff improvement are not precisely focused to help staff to improve on specific areas of their professional practice.
- In general, the quality of teaching is good. For example, during adult-led games, staff adapt their teaching spontaneously to ensure that all children can understand and follow the rules. However, on occasion, staff do not support children's thinking skills effectively, for example, by not giving them enough time to consider and respond to questions.
- Children are enthusiastic and active learners. They react positively to challenges and enjoy solving problems. For example, children were having fun blowing

bubbles. When the mixture began to run out, staff said that the activity was finished. However, children discovered that by shaking the containers they could continue to blow bubbles successfully.

- Children enjoy looking at books independently, and they listen intently to stories read by adults. Staff also ensure that there is a good selection of factual books in different areas of the nursery. This supports children to discover new information as they play and broaden their understanding of the world.
- Many of the children attending speak English as an additional language. The manager and staff find out some of the words they use at home so as to help children understand the nursery routines and boundaries. Staff also focus on supporting children's communication in English. They sing songs and read books with children, and introduce new language during play to extend children's vocabularies.
- Children acquire important skills to support the next stages in their learning and prepare them for starting school. This includes children with special educational needs and/or disabilities, children who receive funding and those with English as an additional language.
- Staff support children's personal care skills and teach them how to keep healthy. For example, children learn about personal hygiene as they use tissues and antibacterial hand gel at the 'nose-blowing station'. They learn to care for their teeth by brushing them after meals.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding procedures. They know how to identify possible signs and symptoms of abuse, and know what to do should they be worried about a child's safety or welfare. Staff understand the procedures to follow if they are concerned about the behaviour of any adult working with children, or if a parent makes an allegation about a colleague. The manager ensures that she and the staff receive regular training to update their knowledge across a range of safeguarding matters. This includes wider safeguarding issues, such as the risks of radicalisation. The manager carries out robust checks when recruiting staff to ensure that they are suitable to work with children. Staff use risk assessments effectively to provide a safe and hygienic environment for children.

What does the setting need to do to improve?

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

- support children's thinking skills by, for example, giving them more time to think about and respond to questions
- ensure that staff supervision sessions are more effective by focusing more precisely on staff's individual professional development.

Setting details

Unique reference number	EY559829
Local authority	Barking and Dagenham
Inspection number	10190471
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	10
Name of registered person	Busari, Abisola Olaide
Registered person unique reference number	RP559828
Telephone number	07947156931
Date of previous inspection	Not applicable

Information about this early years setting

Orange and Lemon registered in 2018. It is located in the London Borough of Barking and Dagenham. The nursery opens Monday to Friday, from 9am to 3.30pm, during term time. The provider employs four staff members, including the manager, to work with the children. Of these, three staff have childcare qualifications. The manager has early years teacher status. Other staff are qualified at level 5 or level 2. The provider is registered to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector looked around all areas of the provision, and discussed the organisation of the setting and the education programmes.
- The inspector took account of the views and experiences of staff, parents and children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- A meeting was held between the inspector and the manager to discuss issues such as staff supervision and the evaluation of the provision.
- The inspector carried out a joint observation with the manager.
- A sample of relevant documentation was viewed by the inspector, including suitability checks for staff, paediatric first-aid certificates and safeguarding policies.

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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