

# Inspection of Orangutans Day Nursery

Orangutans Day Care Nursery, 50 Barton Road, Urmston, MANCHESTER M41 7WA

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Inspection date:

24 September 2021

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is good

Children thrive in this relaxed, friendly environment. They blossom in their small, intimate care groups and develop a strong sense of security. The secure attachments with their consistent key person also help children to feel safe. They snuggle in for cuddles or play cooperatively with their special friends. This sense of safety helps the children get the most from the interesting learning opportunities and experiences that staff provide.

The highly positive relationships that children develop with staff and each other underpin the development of children's communication skills. They are keen to talk. From an early stage, children begin to use a mixture of words and gestures to communicate. Because staff know them so well, they quickly 'tune in' to children's emerging words. This helps them to capitalise on opportunities to extend children's listening and speaking further. By the time children are in the pre-school room, their vocabulary is rich. Staff provide many exciting games, songs and stories which expand the words that children know and use.

The nurturing staff have supported children to adapt due to the COVID-19 (coronavirus) pandemic. Following the children's return after the first national restrictions, they enter happily having left their parent or carer at the door. Children behave very well. They replicate staff members' kind and caring behaviours and even in the toddler room, children begin to learn the importance of sharing with friends. Staff know that during the pandemic, children have had fewer opportunities to experience the world around them. They are providing children with basic daily outside play in the nursery garden. Staff are beginning to reintroduce visitors to the nursery, to help broaden children's experiences.

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

- The very recent and sudden changes in the management team are being handled appropriately. Acting leaders keep a good oversight of the quality of the provision for children. They demonstrate their ability to maintain the improvements made following the previous inspection. They know where gaps remain in the curriculum and are working with the provider to address these. The provider knows that they need to increase support to the acting manager and monitor more robustly to sustain provision of good quality.
- Staff training is effective in maintaining essential skills and enhancing their knowledge. Staff use training to improve the quality of education for children. For example, in the pre-school room, staff are beginning to make good use of additional and specific checks on children's language and speaking skills. This helps them to identify children who might benefit from additional support.
- Children are developing keen attitudes to learning. Right from baby room, staff

provide interesting opportunities which inspire children to be involved and have a go. Older children maintain interest in adult-guided activities. However, leaders have not identified that the time available for children to play, does not support them to remain deeply absorbed. For example, the daily routines cause frequent disruptions to children's play throughout the day.

- Staff give priority to supporting children's feelings and emotions. They help children understand the language of feelings, so they feel acknowledged and can learn to self-regulate. For example, staff talk to the children about sharing the book, so that one of their friends will not feel sad when she cannot see. Children very swiftly cooperate.
- Staff give high priority to building and extending children's vocabulary. Children enjoy singing songs and babies anticipate what comes next. Children listen and enjoy stories. Staff make very good use of games with pre-school children. These provide opportunities to discuss the different people who help us, such as the lifeguard and the firefighter.
- The curriculum to support most aspects of children's physical development is strong. Staff provide many activities that help children to develop their fine motor skills, which support their writing later. Staff plan well-sequenced opportunities which increase children's ability to become independent with their self-care, for example, toilet training and self-feeding. Pre-school children benefit from lots of opportunities to develop their large movements. However, babies have limited opportunities to steadily learn how to balance, climb and use large equipment safely, particularly outside.
- Staff plan some highly interesting activities which enrich children's life experiences. For example, staff arrange for visits from local donkeys and to take care of some newly hatched chicks. The curriculum to support their understanding of the world is, in the main, suitably planned. However, children receive limited opportunities to learn about the natural environment.
- Relationships with parents are secure. Staff seek information from parents to help them meet children's basic needs from the start. They assess what children can do in more detail as they settle, which helps them identify their more specific learning needs. Parents comment on the excellent communication with staff and how staff 'really care about each child's development'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities for keeping children safe. They receive regular child protection training. The procedures to follow, should they have concerns, are displayed prominently in the staffroom. This supports staff's understanding. In the main, the premises and equipment are suitably maintained, particularly inside. Staff know the children well and are aware of any specific health or dietary needs, to help ensure children stay safe. Staff provide some imaginative opportunities which help children learn about staying safe, such as learning about road signs and road safety, as they ride around the playground on their bikes.

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

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

- enhance the curriculum to develop children's understanding of the world, in particular the opportunities provided for children to understand, care for and notice changes in the natural environment
- enhance the opportunities for children, particularly babies, to incrementally develop their core strength, stability, balance, spatial awareness, coordination and agility
- reflect on and improve opportunities to help children to become and remain deeply absorbed in play and activities for longer periods of time and with fewer interruptions.

## Setting details

<b>Unique reference number</b>	EY474346
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10118215
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	43
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Orangutans Child Care Limited
<b>Registered person unique reference number</b>	RP908960
<b>Telephone number</b>	0161 748 1876
<b>Date of previous inspection</b>	11 July 2019

## Information about this early years setting

Orangutans Day Nursery registered in 2014. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, except for one week at Christmas and on bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Angela Rowley

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in her evaluation of the nursery.
- The acting manager conducted a learning walk around the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of teaching indoors and outdoors and evaluated the impact on children's learning. She carried out a joint observation with the acting manager.
- Discussions were held with children and staff at appropriate times throughout the inspection. The inspector took account of the written views of parents.
- Documentation relating to the suitability of staff was checked. The inspector looked at paediatric first-aid certificates and qualification certificates.
- The inspector held meetings with the acting manager and the provider. She took account of the views of the local authority representative.

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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