

Inspection of Orchard Barn Stratford St Mary

6 The Row, Higham Road, Stratford St. Mary, Colchester, Suffolk CO7 6JU

Inspection date: 9 February 2022

Overall effectiveness	Good
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 behave well and know what is expected of them. They follow simple instructions given by staff as they help to tidy away toys and resources. Babies explore their surroundings confidently, linking up with their key person for support when they feel tired or meet new people.

Although parents do not currently enter the nursery due to the COVID-19 pandemic, children settle well when they arrive. They demonstrate that they feel safe and secure through their positive attitude towards learning. Children are motivated to find out how things work and have a keen interest in exploring aspects of the natural world. For example, older children make bird feeders to hang in the trees and confidently count the number of birds they see. In the main, children communicate their ideas clearly and express what they are thinking.

Children with special educational needs and/or disabilities (SEND) confidently explore their interests and develop their concentration. For example, they sustain their focus on collecting small objects to place in a basket. Children respond well when it is time to finish an activity and move on to something different. They learn to complete tasks for themselves, such as putting on extra clothing before going outside. They persevere and show determination to put on their gloves independently.

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

- When children did not attend due to the COVID-19 pandemic, staff made sure they kept in touch with children and their families. They made regular calls to parents and shared many activities online. This helped to ensure children's learning continued to be supported at home.
- Staff continually observe children's learning and, overall, they have a good understanding of each child's current stages of development. They make good use of available resources and additional funding to help to widen children's experiences. For example, children learn about risks and how to keep themselves safe during visits to the local woodland area.
- Children's communication and language skills are promoted. For example, staff model clear speech during story and rhyme activities with babies. They introduce new words, such as 'diving board', to help older children to describe the models they make.
- Staff encourage children to develop new physical skills. For example, they provide large logs, which babies use as a support when pulling themselves up to stand. Staff offer challenging situations for older children to develop their balance and coordination. For example, children carefully adapt their movements to walk safely across a selection of car tyres and wooden planks.

- Children with SEND make particularly good progress from their starting points. Key persons get to know them well and successfully meet their care needs. The manager helps families to access additional funding, services and resources to meet their needs. This support has a positive impact on children's health and well-being.
- Staff provide meaningful opportunities for children to begin to learn about diversity and similarities and differences. They make sure that stereotypes are challenged, so that all children feel confident in exploring the resources and activities on offer.
- The manager is particularly passionate about supporting the well-being of children and staff. She often introduces new initiatives to support this. Staff make use of a dedicated quiet space to take time away from work and focus on their emotional well-being. This helps staff to feel valued and motivated in their roles.
- Regular supervision and staff meetings provide opportunities for staff to discuss their work and identify their training needs. However, leaders and the manager do not always monitor staff interactions closely enough to ensure that these help children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of child protection and wider safeguarding issues. They understand the procedures to follow and who to tell if they are concerned about a child's welfare. This includes any concerns they may have about the practice of a colleague. There are clear expectations for the use of mobile phones and other technology in the setting, which staff diligently follow. Staff are safely recruited. The manager carries out ongoing checks to help ensure that staff are suitable to care for children.

What does the setting need to do to improve?

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

- strengthen the arrangements for monitoring and supporting staff practice, to help focus their interactions more precisely on what they want children to learn next.

Setting details

Unique reference number	2550204
Local authority	Suffolk
Inspection number	10215712
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	0 to 4
Total number of places	37
Number of children on roll	46
Name of registered person	ICP Nurseries Limited
Registered person unique reference number	RP538317
Telephone number	01206 323093
Date of previous inspection	Not applicable

Information about this early years setting

Orchard Barn Stratford St Mary registered in 2019. It is located in Stratford St Mary in Suffolk. There are 14 members of childcare staff who work in the nursery. Of these, 10 hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents and grandparents shared their views with the inspector in discussion and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the nursery.

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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