

# Inspection of The Orchard Pre-school and Playgroup

Lustleigh Village Hall, Lustleigh, Newton Abbot, Devon TQ13 9TA

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Inspection date: 5 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Good

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

### **The provision is outstanding**

Children flourish in this highly stimulating and nurturing environment. Staff embrace children's uniqueness and character, enabling children to thrive and reach their full potential. The curriculum is exceptionally well planned and tailored to meet every child's individual needs. Children with special educational needs and/or disabilities (SEND) are particularly well supported to ensure gaps in learning close quickly. Children feel safe and secure.

All children benefit highly from and embrace nature. Babies and toddlers enjoy exploring the nature garden and using natural materials to develop excellent sensory and language experiences. Older children embrace 'muddy maths' in the woodland area. They use magnifying glasses to search for insects and record these using a tally chart system to enhance their mathematical skills further. Children talk about insects having three parts, a head, thorax and an abdomen. They ask highly complex questions, such as 'why do spiders not stick to their own web?'. Together with staff, they find out the answer. Children use sticks to find out the depth of a large hole made in the wood and discuss which animal could have made it. They place pine cones in the entrance to the hole so if they move, they know an animal lives in there. Children are highly inquisitive and ambitious thinkers who all make outstanding progress from their starting points.

Children behave exceptionally well. They are highly respectful to others and the environment. For instance, older children kindly ask, 'Have you finished with the magnifying glass and may I borrow it?' When exploring moss on rocks, children know to be respectful of creatures' habitats. Children are exceptionally motivated and demonstrate positive attitudes to learning.

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

- Since the last inspection, there have been several management changes. The current manager is highly experienced and exceptionally passionate about ensuring every child can thrive. She has made significant changes, including offering care for babies, opening the setting earlier, and providing forest school activities throughout the year to benefit the needs of the children and the working community.
- Parents praise the setting highly. They comment how it has gone from 'strength to strength', incorporating a 'whole-child approach'. Parents say how children with SEND have had the utmost support and how the setting works exceptionally well with other professionals. They appreciate the ideas staff provide on how to support their child's development at home, which have been highly beneficial.
- Children's communication and language development is a particular strength. Babies enthusiastically babble and attempt single words. Staff use sign language

and repetition to reinforce. Toddlers make pretend ice lollies using dough and use words such as 'popsicle'. When using toy diggers, they introduce new vocabulary into their play, such as 'excavate'. Older children explicitly talk about the arch of a ladybird pupa and how the patterns on its back are bigger at one end and then become smaller. All children are strong and confident communicators.

- Links with the local community are excellent. Staff take children every morning to the nearby shop to buy milk for snack. Children talk to the mechanics in the garage opposite and learn about their occupation. Nearby dentists visit the setting and talk to the children about the importance of oral health. Staff take children to visit the local tearooms and the church. Children have made a 'flower box' for the Queen's Platinum Jubilee to display in the village art gallery. Children's grandparents crochet blankets for the setting's sleep room.
- Children and staff have formed warm and loving relationships. Children's well-being is at the forefront. Staff are exceptionally calm with gentle dispositions. A highly effective settling-in process means children quickly engage with activities on arrival. The manager ensures that she stays with babies and children throughout their sleep to ensure their welfare.
- Staff moral is high. Staff comment on how the manager and the committee support them unconditionally. They also have a designated mentor to ensure their well-being and welfare. Staff access a wide range of training courses. For instance, a recent music course highlighted the need for babies to listen to a familiar song on entering the setting to help them settle more quickly.
- All children benefit from innovative music sessions outside. They listen and move to a wide range of unique sounding instruments, such as an accordion. Wooden instruments that make the sounds of different birds, including a cuckoo, pigeon and robin, captivate children's interest as they try to guess which sound matches to the bird.

## Safeguarding

The arrangements for safeguarding are effective.

The manager, committee and staff all have an excellent understanding of child protection. They are alert to when a child may be at risk of harm and take the necessary action to ensure their welfare. Staff receive regular 'on the spot' scenario-based questions around safeguarding to ensure they can respond quickly to any safeguarding incidents should they occur. Children have an excellent understanding of how to manage risk. For instance, they ask staff before they eat the red and black currants from the bush. When climbing on high rocks, children say to staff, 'I feel safe.' They negotiate the uneven terrain and know not to climb certain rocks due to the high drop on one side. Children know not to paddle in the stream unless accompanied by an adult.

## Setting details

<b>Unique reference number</b>	106167
<b>Local authority</b>	Devon
<b>Inspection number</b>	10062520
<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>	16
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	The Orchard Pre-school and Playgroup Committee
<b>Registered person unique reference number</b>	RP517799
<b>Telephone number</b>	07763397544
<b>Date of previous inspection</b>	21 October 2015

## Information about this early years setting

Orchard Pre-school and Playgroup registered in 1984. It operates from Lustleigh Village Hall, Devon. The setting is open on Monday from 7.30am to 4pm. From Tuesday to Thursday, it operates from 8.30am to 4pm. The setting also offers care during the Easter and summer holidays from Tuesday to Thursday, 8.30am to 4pm. The provider is in receipt of free early education funding for children aged two, three and four years. There are 11 staff employed to work with the children. Of these, two hold qualified teacher status, one holds a relevant level 4 qualification, and the majority of staff hold qualifications at level 3. Additionally, two staff are qualified forest school leaders.

## Information about this inspection

### Inspector

Joanne Steward

## 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 manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the early years curriculum and the intentions for children's learning.
- Children spoke to the inspector about the activities they were engaged in.
- The inspector and the manager carried out a joint observation outside.
- A range of documents were looked at, including evidence of staff suitability, training certificates and staff supervision procedures.
- Parents shared their views on the setting with the inspector.

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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