

# Inspection of Orchids Childcare

Wheelers Lane Primary School, 90 Wheelers Lane, Birmingham B13 0SF

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Inspection date: 8 July 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive happily at nursery and settle quickly in to play with their peers. They develop close and warm relationships with staff. Children go to staff for comfort and reassurance and receive cuddles in abundance. This helps children to feel safe and secure in the nursery.

Children make independent choices about what they play with and how. They are eager to explore the stimulating experiences and activities that are set out for them. For example, children explore a range of dried ingredients, such as rice, pasta and corn. They develop their coordination to scoop and pour ingredients into metal containers. Children enjoy listening to the sounds they make as they fill teapots and other containers. Some children add ingredients to jars, adding lids to make shakers. They grin as they share what they have made with staff. Children spend extended amounts of time and have fun as they choose the direction to take their play. They move on to have animated conversations with staff while they work on making patterns together with the pasta.

Children behave well. They are kind to each other and help their friends during play. Staff provide ample praise for children's positive behaviours. This helps children to develop high levels of self-esteem. Children develop positive attitudes to play and learning. They gain the skills and knowledge they need to prepare them for their future learning.

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

- The manager has designed a clear curriculum, which focuses on providing children with the sequences of learning they need to make progress in all areas of their development. Staff use the information gained from parents at the start about children's development to plan activities and experiences that build on their prior knowledge and skills.
- Staff work closely with the on-site schoolteachers, who also work with the children who attend at the start of the week. They share their observations of children's interests and learning needs. This helps them to work together to provide children with the seamless support they need to develop their skills and knowledge further.
- Staff promote communication and language well. Children engage actively in conversation, as staff encourage them to share their thoughts and ideas. For example, children say what day it is and the weather. They are keen to share what they know about the sun and what they need to wear when it is sunny. Children say they will need to wear their hats and say that they also need sun cream to protect them from the sun.
- Children develop their problem-solving and thinking skills. They set out a range

of cogs and gears and begin fixing them together. Children try a range of positions and attempt to work out why some of the cogs move while others do not. They focus intently on rearranging the cogs and attaching handles to turn.

- Children have great fun as they enthusiastically explore 'goop' together. They use a range of one-handed tools to make marks in the substance. Children gasp and giggle when their marks immediately disappear. Other children find objects such as a large toy dinosaur to make footprints in the tray. They are keen to tell others when these prints also disappear. Staff help children to think about how the 'goop' feels. Children describe the substance as 'wet, dry, soft' and 'sticky.' They laugh while speaking as the 'goop' changes its form while in their hands.
- Children enjoy play outdoors. They are thrilled to use two-wheeled bicycles to balance as they ride along the length of the garden. Children are inventive. For example, they use a selection of crates and wooden planks to build a low-level ramp to ride their bikes across. Children are eager to show staff and visitors how this works.
- Children develop self-help skills as they increase in independence. They follow hygiene routines, manage their personal care needs and wash their hands before snacks and meals. Children show their increasing skills as they select their own healthy snacks and use the water dispenser to pour their drinks.
- Managers provide regular support and training for staff to attend. However, managers do not always ensure that the knowledge gained from training is used to further enhance the provision for children.
- Parents speak very highly of the staff in this nursery. They say their children are happy attending. Parents value the regular information they receive about their children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff effectively safeguarded children and understand their duties to do so. All staff know signs and symptoms which indicate that a child may be at risk of abuse. They understand the local procedures to follow in the event of concerns about a child's welfare, including in the event that an allegation is made against a colleague. Staff know how to escalate their concerns if the need arises.

Recruitment procedures are robust. This includes the background checks that the provider carries out to help to ensure that those working with children are suitable. Staff routinely check all areas of the nursery to ensure that it is safe for children to attend.

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

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

- ensure that staff knowledge gained from training is used effectively to further

enhance the provision for children.

## Setting details

<b>Unique reference number</b>	EY551670
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10174138
<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>	3 to 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	161
<b>Name of registered person</b>	Orchids Childcare Limited
<b>Registered person unique reference number</b>	RP901065
<b>Telephone number</b>	07791737499
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Orchids Childcare registered in 2017. It is operated by a private provider from Wheelers Lane Primary School. The provider employs five members of childcare staff. Of whom, three hold appropriate early years qualifications at level 3 and 4. The provision also includes a nursery for children aged three to five years and wraparound care for school-aged children. The nursery operates from 8.45am to 3.15 pm, Wednesday to Friday, during term times. The wraparound club opens from Monday to Friday, term times only. Sessions are from 7.30am to 8.35am and 3.15pm to 5.30pm.

## Information about this inspection

**Inspector**  
Suzanne Taylor

## 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 this into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this had on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector took account of the views of parents from the written information provided.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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