

# Inspection of The Orchard Day Nursery

25 NETHER STREET, BEESTON, NOTTINGHAM, NOTTINGHAMSHIRE NG9 2AT

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Inspection date: 16 August 2022

**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 Outstanding

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

### The provision is good

Children show a clear sense of well-being and belonging to this family run nursery. When children arrive, they happily say goodbye to their parents. Children eagerly explore and investigate the good range of toys and activities that are available to them. Pre-school children's imagination and problem-solving development is supported well by staff. For example, children act out a familiar story about a troll. Staff pretend to be the troll. They encourage the children to independently work out the best way to run away from the troll. Children squeal with excitement. They successfully climb out of the way or go lower on the bridge to move out of the way from the troll.

All children from a young age enjoy developing the skills they need to make marks. Babies pick up objects and develop their small-muscle skills. Toddlers make marks, such as lines and circles with chinks, competently. Pre-school children demonstrate great skill as they complete self-portraits with pencils and paint. Children's artwork is attractively displayed around the nursery. Staff make sure children's contributions are valued to help promote children's self-esteem. Children demonstrate good manners. They put their hand up to speak at circle time.

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

- The provider and management team are passionate about ensuring positive outcomes for children. They support staff well-being very well through regular coaching and support. As a result, staff have remained at this nursery for a long time and are well-established as a team.
- The key-person system is strong, and children's emotional well-being is supported well by staff. For instance, when babies are initially settling in, staff quickly recognise that some of them may need extra reassurance and support. Staff provide babies with individual attention and reassure them with cuddles.
- Some staff demonstrate outstanding teaching. They motivate children through their inspirational interactions and captivate children's awe and wonder. However, other staff do not always engage children in the same way. Consequently, children do not always receive the highest level of teaching support to help them learn as much as they can.
- The manager has an effective curriculum in place. Staff know how to extend children's interests and curiosity further. They help children remain engaged and focused in their learning. For example, for children who show an interest in making tracks with diggers in the sand, later in the day staff provide further resources to extend children's skills in making marks. Children enjoy the activity as they experiment making marks with cars in the paint.
- Staff make sure children enjoy lots of fresh air and exercise to promote a healthy lifestyle. Children enthusiastically explore the spacious and well-

resourced outdoor areas. Children have fun as they dance and sing and learn how to use a hula-hoop.

- Partnership with parents is effective. Parents speak positively about their child's experiences at nursery. They explain how their children are offered different experiences from what they already receive at home. For example, children have access to more water, dried cereal and paint activities to help to support their sensory development.
- Children's communication and language development is supported well. For example, during a story-time session, staff encourage pre-school children to recall words from a familiar story. Children call out words, such as 'chameleon' and 'invisible.' The children are articulate, demonstrating a good range of vocabulary.
- Staff plan activities that they know children are interested in and identify what it is they want children to learn. Children demonstrate curiosity and interest in their play. They develop their small-muscle skills during a water activity to fill and empty containers. However, at times, staff lose sight of what they intend children to learn. Therefore, children are not always challenged as well as they could be.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of what they must do to make sure children are safe. They complete regular child protection training to keep their knowledge of safeguarding practice up to date. Staff know how to identify when a child is at risk of harm. They know what procedures they must take to protect children and their families. Thorough risk assessments completed by staff ensure the environment is safe for children. Staff supervise children closely at all times. Staff vigilantly monitor who enters the nursery; they stand at the gate and check the identity of visitors before they enter the premises.

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

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

- support less-confident staff to develop their interactions to inspire and excite children so that they can learn as much as they can
- help staff to understand how to support intentions for children's learning so that they are consistently challenged.

## Setting details

<b>Unique reference number</b>	253139
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10138665
<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 8
<b>Total number of places</b>	90
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Paula Ann Marriott and Peter James Marriott Partnership
<b>Registered person unique reference number</b>	RP525375
<b>Telephone number</b>	0115 9227 955
<b>Date of previous inspection</b>	13 April 2016

## Information about this early years setting

The Orchard Day Nursery registered in 1996. The nursery employs 27 members of childcare staff, 26 of whom hold appropriate early years qualifications at levels 2, 3, 4, 5 or 6. One member of staff holds early years professional status, and one holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. The nursery also provides holiday and before- and after-school care. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sharon Alleary

## Inspection activities

- This was the first routine inspection the nursery 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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector held discussions with the provider and members of the management team throughout the inspection.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The manager provided the inspector with relevant documentation and evidence of the suitability of the staff working in the nursery.
- The inspector spoke to parents and took account of written feedback offered.

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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