

# Inspection of Orchard Park Pre-School

Orchard Park Pre-School, Badger Paddock, Huntington, York, North Yorkshire YO31 9EH

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Inspection date: 22 September 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Children's safety at the pre-school is compromised. This is because staff do not consistently follow safeguarding procedures when they have identified concerns about children. Furthermore, children are exposed to risks as staff fail to identify areas that children can access that are unsafe.

Despite these concerns, children are happy and settled. They are warmly greeted on arrival, and enthusiastically join their friends to play. Children choose from a wide variety of activities in the stimulating learning environments indoors and outside. They problem-solve as they use planks of wood to create ramps for vehicles. Children explore how to mix different colours as they paint outside. They are given effective support to become confident and enthusiastic learners.

Staff support children with special educational needs and/or disabilities (SEND) very well. They give careful consideration to ensuring that the needs of children with SEND are identified and met. Staff use effective strategies to help to reassure and comfort children with SEND who are new to the pre-school. They develop excellent partnerships with parents and other professionals to support children with SEND. Staff use additional funding effectively to ensure that appropriate resources are available to help children to make progress.

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

- The provider does not ensure that all staff with management responsibilities have the knowledge and understanding necessary to take appropriate action when they have identified concerns about a child. Staff do not record sufficient details about the concerns which they may have. Important information about children is not readily accessible in the absence of the manager. This does not promote children's safety.
- Staff do not identify potential risks to children. On the day of inspection, children who use the toilets independently can access an adjoining storage room. This contains bottles of cleaning products on a shelf within children's reach. Also, the double doors from the playroom do not have a means of protecting children's fingers from becoming trapped between them.
- Children benefit from a rich curriculum. Staff have developed an environment that promotes children's learning through play. They regularly reflect on the opportunities they provide, making changes to enhance children's experiences. Staff place an emphasis on supporting children to become confident communicators.
- Staff's skilful teaching means that new learning is introduced to children seamlessly as they play. Children who are working on colour recognition or counting are encouraged to make progress through careful questioning as they

build wooden towers. However, at times, staff do not consistently support or follow some children's next steps in learning. For example, children who are learning to play alongside their peers are sometimes left on their own, rather than being invited to play with others.

- Staff plan a variety of experiences to support children's understanding of the world around them. Parents are invited to cook foods from their own culture. Children who speak English as an additional language can see their home languages displayed on the walls and in books. These experiences help children to appreciate diversity and develop a positive view of themselves and others.
- Staff understand the importance of helping children to develop the skills they need to become effective learners. They provide a wealth of opportunities for children to develop their curiosity and a love of learning. Children concentrate and persevere as they develop and practise new skills. However, staff plan routines of the day which interrupt children's play too often.
- Children generally behave very well. They are polite and helpful. Children receive plenty of praise and encouragement from staff. This supports their emotional well-being. When children struggle to regulate their behaviour, staff are consistent in their approach. This helps children to start to understand the impact of their actions on others.
- Partnerships with parents are strong. Parents are invited to meet with their child's key person regularly. They exchange information about their child's progress and agree the focus for their next steps in learning. Parents are delighted with the progress which their children are making. They appreciate the support that they are given. This includes advice about how to encourage their children to make healthy food choices. Staff also share videos of familiar songs and rhymes for children to use at home.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to ensure that all staff who carry leadership responsibilities for safeguarding have been adequately trained. As a result, staff are unsure of the procedures to follow when they have identified concerns about children's safety. They do not consider notifying relevant agencies promptly enough. This is despite staff confidently being able to describe the signs that may indicate a child is at risk of harm, including neglect, physical abuse and being exposed to extremism. Staff know the process to follow should they have concerns about a member of staff. The provider has appropriate systems in place to ensure that new staff are suitable to work with children, and that existing staff remain suitable.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that prompt and appropriate action is taken, in line with policies and procedures, to notify relevant agencies of any safeguarding concerns	14/10/2022
ensure that staff who carry leadership responsibility for safeguarding receive appropriate training and have the knowledge and understanding necessary to carry out this role	14/10/2022
carry out more rigorous risk assessments of the premises so that potential risks to children are minimised.	14/10/2022

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

- raise the quality of teaching even further to support children to meet their next steps in learning
- consider how daily routines could be improved to minimise disruption to children's engagement in their learning and play.

## Setting details

<b>Unique reference number</b>	321588
<b>Local authority</b>	York
<b>Inspection number</b>	10229435
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Orchard Park Pre-School (York) Committee
<b>Registered person unique reference number</b>	RP907232
<b>Telephone number</b>	07407700315
<b>Date of previous inspection</b>	3 November 2016

## Information about this early years setting

Orchard Park Pre-school registered in 1992 and is located in York. The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 2. The setting opens from Monday to Friday during term time. Sessions are from 9am until 2.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Batchelor

## 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 their evaluation of the provider.
- The inspector viewed the provision, and discussed the safety and suitability of the premises.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked two staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the pre-school 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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