

# Inspection of Orchard Park Pre-School

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

---

Inspection date: 26 January 2023

<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	Inadequate

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

### **The provision is good**

As children arrive, they are excited to go straight to the outdoor area to take advantage of the settled weather. Children call out to their friends to join them as they arrive. They demonstrate lovely manners towards staff and their friends. For example, children share magnetic fishing rods as other children wait for a turn. Children are kind and considerate towards children that require additional support. This helps children to feel safe and secure.

Children develop a strong understanding of the diverse world around them. For example, they learn about different countries and their customs. Children are thoroughly engaged as they learn to use chopsticks, laughing as they pick up the noodles. They build the muscles in their fingers and hands as they use scissors to cut up the noodles. As children add a variety of ingredients to the mixing bowl, they decide how much flour to add, counting out the ice cube fish as they add them to the mixture. Children use their imaginations well.

Children's home languages are celebrated and can be seen around the pre-school on displays and in books. Parents share their knowledge of cultural cooking as they introduce new flavours and foods to all the children. This helps children to value the diverse foods from around the world.

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

- Children benefit from a curriculum that builds on their prior learning and experiences. Staff extend children's learning by providing stimulating learning experiences. For example, children take a bus to visit the local library. They learn how to keep safe as they walk to the bus stop. Children experience paying for their bus fare, selecting books and checking them out. They make good progress in their learning and development, including children with special educational needs and/or disabilities.
- Children confidently go to the toilet on their own, wash their hands before eating and put on their coats. However, staff do not consistently support children to make independent choices in what they play with. Children do not have regular opportunities to develop their self-help skills, such as pouring their drinks, and preparing and serving their food.
- Staff skilfully introduce children to new words and ensure that children understand their context. As children watch a rainbow forming, they talk about the colours they see and how they blend. They sing their favourite songs, taking it in turns to choose what they will sing. When children create a pretend hospital, they learn what a stethoscope does and practise listening to each other's heart. As a result, children develop effective communication and language skills.

- Staff introduce mathematics very well into all areas of the children's play. For example, they encourage children to measure how tall they are and compare heights. Children use large arm movements to draw shapes on the window using paintbrushes and shaving foam. Children are confident to use mathematical language in their play.
- The pre-school's special educational needs coordinator is experienced in her role and knowledgeable about the children that require additional support. She works closely with each child's key person, family and agencies to ensure that they receive timely interventions and targeted support to meet their development needs.
- Staff use additional funding carefully to support and encourage children's individual learning. For instance, they purchase resources that will spark children's interests to promote their speech development. Staff provide a range of dressing-up costumes to help to encourage children's social interaction. They monitor the impact on children's learning and development to ensure that children continue to make good progress in their learning.
- Partnership with parents is strong. Parents are encouraged to use their skills and knowledge to enhance children's learning experiences. For example, they cook with children and help to garden in the outdoor area. Staff share information regularly, so that parents have a clear understanding of what their children are learning within the pre-school. They provide ideas to support children's speech and language development at home.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are very clear about their roles and responsibilities to keep children safe. They are confident to describe the signs and symptoms that may indicate a child could be at risk of harm, including the signs of radicalisation within a family. Staff know the procedures to follow and who to contact if they have a child protection concern regarding a child or adult. Risk assessments have been made more robust and are completed before children arrive at the setting. The provider has worked with the landlords to ensure that all safety and security precautions are in place to keep children safe.

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

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

- improve opportunities to enable children to make more choices for themselves, and build on their independence skills further.

## Setting details

<b>Unique reference number</b>	321588
<b>Local authority</b>	York
<b>Inspection number</b>	10260885
<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>	22 September 2022

## 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

Jo Clark

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff's suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023