

# Inspection of The Orange Tree Day Nursery@Burton

71 Branston Road, Burton-on-Trent, Staffordshire DE14 3BY

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Inspection date: 1 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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

Not applicable

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

### **The provision is good**

Children arrive happy at this warm and welcoming nursery. Staff give children a friendly greeting, and the children quickly settle. Children feel safe and secure. They soon find their friends and engage well in their play. The large range of resources and equipment ensures that all children are able to use a range of skills. For example, babies explore sensory activities. They develop their hand-eye coordination as they squeeze and squash fabric cubes, using their hands and mouths to fully investigate. Toddlers use their imagination as they play in the home corner. They make cups of tea and skilfully carry them to everyone. Pre-school children use their fine motor skills and develop their creativity. They use scissors carefully to cut paper and glue the pieces onto their artwork, showing pride in their work.

Children of all ages demonstrate high levels of independence. Staff support this well. They encourage all children to try and help themselves in all activities. For example, staff encourage babies to feed themselves with a spoon. Toddlers spoon food from serving dishes onto their plates at lunchtime. Pre-school children put on their own coats and hats before going out to play. This helps to encourage children's self-esteem and confidence.

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

- Managers and leaders have a clear ambition for the nursery. They want to further develop their practice to ensure the best outcomes for the children. Management offer a detailed training and professional development programme for staff. They have monthly supervisions for support and to check on their well-being. Staff observe each other's practice, and they discuss how they can improve on their already good teaching skills.
- The nursery has a strong key-person system. Children turn to staff for support and comfort. Babies form strong attachments to their key person. They go to them for cuddles and reassurance. This helps to support their emotional development. Babies develop a sense of security, which gives them confidence to explore and investigate. The older children stay together in their key groups for most of the day. They are with staff who know the children well. Staff use information from parents for children's starting points and to develop children's next stages in learning.
- The curriculum is well planned and builds on what children already know and can do. Children show an interest in activities that staff provide, and they engage well with them. However, staff do not plan a broad range of experiences to deepen children's knowledge and understanding of the local community and the world around them.
- Children's behaviour is generally good. Most children listen and follow

instructions well. They line up in 'a train' as they go from room to room and sit nicely at mealtimes. However, when some children show challenging behaviours, staff do not consistently show them the consequences of this unwanted behaviour. For example, when a child pushes another child, staff tell them to be nice, but they do not explain about the consequences their actions have on others. This means that staff do not fully support children to learn how their actions affect others.

- Children with special educational needs and/or disabilities are well supported. Staff liaise with parents and outside agencies to fully support the children's development and outcomes. The special educational needs coordinator is well trained, and they give extra support and training to staff. This enables them to fully meet the children's needs.
- Staff provide good support for children who speak English as an additional language. For example, staff use pictures and gestures to encourage children's communication. Staff develop all children's communication and language skills in a variety of age-appropriate ways. For example, in the baby room, staff sing to the babies in different languages. The babies excitedly repeat words and carry out the actions.
- Parents are happy with the nursery. They say that their children are developing well since starting and are learning new words and skills all the time. Parents get regular feedback about their child's development.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a strong understanding of safeguarding. They understand the signs and symptoms of abuse and who to contact should they have any concerns about a child. Managers and staff know the procedures to take if there was an allegation against a staff member. Managers provide regular training to update staff's safeguarding knowledge and have spontaneous safeguarding quizzes to ensure staff knowledge is current and correct. The strong recruitment procedures ensures that all staff are safe to work with children. Managers have implemented an allergy and dietary awareness system for food. All staff have paediatric first-aid qualifications, which helps to ensure the children's security and safety.

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

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

- support children to manage their own behaviours and understand the impact that their actions have on others
- develop children's experiences to deepen their knowledge and understanding of the community and world around them.

## Setting details

<b>Unique reference number</b>	2612240
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10263608
<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>	56
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Mason, Jacqueline Claire
<b>Registered person unique reference number</b>	RP901752
<b>Telephone number</b>	01283 539202
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Orange Tree Day Nursery registered in 2020. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above, and one holds a level 5 qualification. The nursery operates all year around. Sessions are available Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sue Smith

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector spoke to several parents during the inspection and took account of their views.

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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