

# Inspection of The Orchid Day Nursery

The Old School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BB

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Inspection date: 2 February 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	Not applicable

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

### The provision is good

Children are happy and content in this welcoming and homely nursery. They are eager to engage and interact. Children confidently make choices from the exciting toys and activities on offer. For example, children aged under two years explore different textures in the tough tray. They delight in tasting some of them, such as softened cereal. Staff sing number rhymes with the children, who join in and try to do the actions. Children aged over two years dig and scoop sand into receptacles. They happily talk to staff about what they are doing. Pre-school children make play dough. They busily roll, cut and decorate the dough. They learn to use one handed tools, such as knives, safely. However, staff do not respond as quickly as they could to the physical needs of children aged under two years. For example, children move from water play in wet clothes without being changed. This means they become cold and uncomfortable in their wet clothes.

Children learn in a relaxed, calm atmosphere. Staff speak to them with respect and offer them lots of praise and encouragement. Children's behaviour is good. They understand the guidelines that staff give them. Pre-school children respond well to instructions, such as lining up to come in from the garden.

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

- Staff understand what it is that children need to learn and how to support and encourage them. They discuss what children were able to do when they started and what they want them to learn next. Staff track children's development, so that they can identify if there are any delays or gaps in learning that they need to address. Children make good progress.
- The manager and staff provide children with special needs and/or disabilities and English as an additional language with a learning environment that meets their needs. Funding is used effectively, tailored to the needs of the children. The manager has provided some children with one-to-one support. Staff work closely with other professionals and parents to ensure that children receive the best support to aid their development.
- The manager and staff understand the importance of secure relationships for children to thrive and become emotionally secure. Each child is assigned a key person and there is a buddy key person to cover in their absence. Staff are skilful in gathering information from parents when a child joins the nursery. Children attend for settling-in visits based on their individual needs. Children settle in well.
- Staff focus on developing children's communication skills. They model the use of spoken English well. Children become confident communicators. They listen attentively to staff, who name the toys and make the sounds that animals make. The youngest children try to copy these sounds. All children enjoy the

experience of sharing a book with staff. They like to look at the pictures and talk about what is happening. This lays the foundation for early reading.

- Children learn about different people in the local community. They have visits from the local police officers, who engage children in dressing up and looking at their body cameras. This helps children to understand about the different people that are there to help them.
- The manager and staff work hard to build strong parent partnerships. Parents are very positive about the nursery and say they are kept informed about their children's development. This helps parents to support children at home with their learning.
- The manager provides valuable opportunities for professional development for staff. She holds supervision meetings and staff attend training courses. Pre-school staff have recently attended training to support and build confidence for those children with speech delay. This has helped staff to understand the types of activities they can do with children and how they can support their parents to continue at home.
- At times, particularly when pre-school children visit the bathroom to wash their hands before lunch, the organisation of the routine is disruptive. It takes too long for all children to wash their hands and is not a focused time for children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand the reporting procedures they must follow if they have concerns about a child or adult. They are confident of the signs and symptoms of abuse that may show that a child is at risk of harm. Staff's knowledge and understanding is checked during supervision sessions and the manager asks staff questions daily. The building and outdoor spaces are safe and secure. Staff carry out detailed daily checks to ensure that this is maintained. Recruitment of staff is robust, and the manager checks their ongoing suitability.

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

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

- increase staff awareness of how to support children under the age of two with their physical well-being
- support staff to consider the routines when pre-school children wash their hands before lunch, to help this be a smooth and calm transition in the day.

## Setting details

<b>Unique reference number</b>	2707683
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10275681
<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>	87
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Harp Group Ltd
<b>Registered person unique reference number</b>	2707687
<b>Telephone number</b>	01748 830834
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Orchid Day Nursery registered in 2022. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including one member of staff with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynne Pope

## Inspection activities

- The inspector discussed any continued 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 and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and inspector discussed the leadership and management of the nursery.
- The inspector had discussions with staff and parents and took their views into account.

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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