

Inspection of The Orange Tree Day Nursery@ Mickleover

Staker Lane, Mickleover, Derby DE3 0DJ

Inspection date: 1 March 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

Staff who are relatively new to the setting or inexperienced do not have a good enough knowledge or understanding of child protection. They do not know how to identify or what steps to take if a child is at risk of harm. This means they cannot ensure children's safety and welfare. Leaders have not used the procedures they have in place to identify or provide support to improve weak staff practices, including staff's understanding of safeguarding.

On the whole, children behave well and are caring towards each other. They share resources and hold their friend's hands while exploring the environment. Some children take their shoes and coats off and put them on their named pegs. Staff praise the children for showing good table manners and eating well. However, some children become upset during lunchtime, as staff are not clear on their expectations and stop them from eating until they have sung a song. Children share their vivid imaginations with staff. They discuss a small piece of material they find in the garden, suggesting it could be a dinosaur's tail. Children answer a wide range of questions, including how they could decide what type of dinosaur it is. Children have strong relationships with staff, who they know well. Although children demonstrate that they want to learn and focus during play, some staff lack the knowledge and skills needed to support them to do so. Therefore, the learning experiences for children at the nursery are inconsistent.

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

- There have been significant staff changes at the setting over the last few months, including a change of manager. Consequently, there are inconsistencies in the quality of teaching of skills and knowledge between established and new or inexperienced staff. Leaders have not identified or provided some staff with the relevant coaching, training and support needed to improve their practice, although they have processes in place to do so.
- New or inexperienced staff do not have a good knowledge of child protection, including 'Prevent' duty and female genital mutilation. They do not know some signs and symptoms that may indicate a child is at risk of harm and cannot identify what to do in the event of a concern. Some staff cannot identify the steps to take in the event of an allegation being made against a member of staff at the setting.
- New staff have not received an effective induction from leaders and therefore do not have the vital information they need to fulfil the role. This includes how to identify and take appropriate action in the event of a safeguarding concern. These staff members do not know the children they are caring for well enough and therefore are unable to meet their individual learning needs.
- Established and experienced staff know their key children well. They can discuss

what children need to learn next from their assessments and observations and how they help them progress towards these targets. Staff explain how this supports them to arrange the environment and plan experiences, with a focus on building children's vital skills and knowledge.

- Experienced staff provide planned activities and experiences that help children build on what they know and can do. Young babies giggle as they explore crepe paper. They develop their physical skills, reaching up and down as staff move and flap the paper. However, some changes to daily routines are less well organised and planned by staff. This results in children sometimes being left waiting around unoccupied.
- Children are supported to use a wide range of vocabulary while playing pirates outside. Staff ask them questions to encourage children to share their ideas and teach them new words, such as a telescope. They keep the children's attention and encourage them to imagine different places the ship could go and things they may see on the way. However, as less experienced staff encourage children to sing, they fail to notice that children with dummies in their mouths cannot join in. This limits the children's ability to use spoken language.
- Children begin to develop their independence skills, as staff encourage them to wipe their noses and ensure they wash their hands before eating. However, inconsistencies in staff practice mean other aspects of children's independence are not supported as well. For example, staff do not encourage children to put toys back when they have finished playing, and they put aprons on for the children without allowing them time to try doing this themselves.
- Overall, staff communicate well with parents and carers. Parents say they feel well informed about their child's time in the setting and how they can help them further at home. They feel staff are very nurturing, and parents enjoy visiting the setting for special occasions and parents' evenings.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff do not know how to identify the signs and symptoms that a child may be at risk of harm or where to report these concerns. They do not demonstrate their understanding of the steps to take if a member of staff treated children in an inappropriate manner or is subject to any other allegation. Leaders do not ensure that new staff have an effective induction that includes safeguarding information, and they do not actively monitor staff's understanding of child protection. Therefore, some staff do not gain the knowledge and skills needed to safeguard children effectively. Leaders have a visitor policy in place and make sure everyone working directly with children is suitable to do so. Leaders ensure that the premises is secure. Staff check the environment regularly to make sure it is a safe place for children to play.

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
train all staff so they understand and implement safeguarding policies and procedures effectively, ensuring they can identify any possible concerns and take appropriate and swift action to safeguard all children	24/03/2023
identify and provide staff with the targeted coaching, mentoring and support needed to improve their practice	24/03/2023
provide an effective induction for all new staff to ensure they have the information they need, including a good knowledge of child protection, before caring for children	24/03/2023
ensure all staff have the knowledge and skills to implement the curriculum and meet all children's learning and development needs effectively.	24/03/2023

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

- improve the organisation of daily routines and minimise the time children spend waiting unoccupied.

Setting details

Unique reference number	EY461581
Local authority	Derbyshire
Inspection number	10277465
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	192
Name of registered person	Mason, Jacqueline Claire
Registered person unique reference number	RP901752
Telephone number	01332513444
Date of previous inspection	2 March 2017

Information about this early years setting

The Orange Tree Day Nursery @ Mickleover, Derby registered in 2013. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, from 7.30am until 6pm, closing for bank holidays and over the Christmas period. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

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 manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed staff and children of all ages throughout the nursery.
- The inspector held discussions with staff regularly during the inspection.
- The views of parents and carers were taken into consideration.
- A sample of documentation was reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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