

Inspection of Orchard Nursery School

Orchard Nursery School, Ketteringham Hall, Church Road, Ketteringham,
WYMONDHAM, Norfolk NR18 9RS

Inspection date: 10 March 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children thrive and have great fun at this friendly nursery. Staff welcome children with enthusiasm and affection. Children separate easily from their parents and go off to explore the range of stimulating activities. Babies investigate musical instruments and sensory toys. They press buttons and become mesmerised by sounds and flashing lights. Babies are fascinated by bubble machines. They reach out and clap their hands to pop the bubbles. Toddlers paint their own pictures. They explain, 'This is a big bird'. They confidently make choices, finding their favourite vehicles to roll into paint. Pre-school children take great care using microscopes to look closely at shells. They draw their own pictures and write recognisable letters of their name. They tell staff, 'I am happy'.

Children show excellent attitudes to learning. They demonstrate resilience as they solve simple problems. For example, babies work out how to push shapes into sorters. They lift lids to retrieve shapes to start their game again. Toddlers manipulate dolls into clothing. They tell staff, 'This is tricky'. Pre-school children follow instruction cards to program technology toys. Staff give children notice of when it is time to tidy away the toys. This ensures children are able to complete activities to their satisfaction.

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

- Children are treated with the utmost care and respect. Staff are gentle and kind with babies and play closely with them. When babies awaken from their sleep, staff sing lullabies and gently introduce them back into their play. Children have strong bonds with staff. They wrap their arms around them affectionately and climb on their laps to share books. Staff supervise children closely and give timely reassurance. For example, children balance on tyres. Staff tell them, 'Keep trying'. This helps to support children's confidence and self-esteem.
- Children with special educational needs and/or disabilities receive good levels of care. Staff are attentive to children's developing needs. Early screening tools are used to identify where additional support may be needed. This helps children to achieve the best possible outcomes.
- Staff provide a well-planned curriculum based on children's interests. Learning is consolidated through revisiting activities, ensuring that knowledge is embedded. For example, staff encourage toddlers to remember animal names and noises during story time. Staff can confidently explain where children are in their development and what they need to do next to support their learning.
- Children's behaviour is good. They share toys and take turns without being prompted. For example, children play board games and wait for their turn to roll dice. Pre-school children make firm friendships. They give their friends a hug and ask, 'Are you alright?'. Pre-school children delight in being chosen as

'weather watchers'. They tell their friends that 'It is snowing'. Staff empower children to carry out small tasks. For example, children are chosen as 'lunchtime helpers' and help to set out place mats and cutlery.

- Staff promote children's communication and language. They engage children in frequent song-and-story times. Staff ask a range of open-ended questions and give children time to respond. For example, pre-school children participate in science experiments. They pour vinegar into coloured water and mix bicarbonate of soda to make bubbles. Staff ask, 'What changes can you see?'.
- Partnerships with parents are strong. Leaders act upon transition information they receive from parents. This results in new children settling quickly. Parents say their children have 'exemplary' bonds with staff and are making 'leaps' in their development. Parents express how the nursery has positively 'changed their life'.
- The manager provides strong leadership. She is passionate about providing high-quality care and learning for children. Leaders implement robust systems to support and supervise staff. Any gaps in training needs are quickly identified and acted upon. Staff work closely together and say they feel valued and appreciated.
- Staff do not always consider the impact of background noise and distractions on children's learning. For example, staff tidy away toys while children take part in group singing activities. As a result, children are not consistently engaged in meaningful learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify and report concerns regarding the welfare of children or the behaviour of an adult. They show an awareness of issues that may affect the children in their care, including wider safeguarding issues such as the 'Prevent' duty. Recruitment of staff is robust, and the provider checks their ongoing suitability. The manager ensures that staff are suitably trained, and there is a range of induction procedures in place for newly appointed staff. Staff provide a safe and secure environment for children through regular checks and risk assessments.

What does the setting need to do to improve?

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

- support staff to minimise disruption to children's learning so that children benefit from meaningful learning at all times.

Setting details

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| Unique reference number | EY399869 |
| Local authority | Norfolk |
| Inspection number | 10280026 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 60 |
| Number of children on roll | 95 |
| Name of registered person | Hall Farm Nursery School Limited |
| Registered person unique reference number | RP906536 |
| Telephone number | 01603 813240 |
| Date of previous inspection | 8 August 2017 |

Information about this early years setting

Orchard Nursery School registered in 2010 and is located in Ketteringham, Norfolk. The nursery employs 18 members of childcare staff. Of these, three hold an appropriate early years qualification at level 6, two at level 4, 12 at level 3 and one at level 2. The nursery opens all year round, except for bank holidays and Christmas. Sessions are from 8am to 5.30pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the setting.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector took account of parents' views of the nursery.
- The manager provided the inspector with a sample of key documents on request.

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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