

Inspection of Orchard House Nursery

Orchard Street, Tamworth, Staffordshire B79 7RE

Inspection date: 3 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are eager to come into this friendly, welcoming setting. They make their own choices about what they will play with from the wide range of resources available to them. Children play happily with their friends and join in enthusiastically with activities. A well-established key-person system helps staff to form strong bonds with children from the outset. Children benefit from warm, trusting relationships and a nurturing environment.

Staff have high expectations for children's behaviour. Children behave very well. They learn the importance of respect in ways that are appropriate to their age and stage of development, such as using 'kind hands' and 'kind words'. Children are praised and rewarded for their achievements and helpful actions. For example, they are given a medal to wear when they have helped to wash up after breakfast. This helps to develop children's independence and boosts their self-esteem.

Staff work in partnership with parents and other professionals to meet the needs of all children. This includes support for children with special educational needs and/or disabilities and those who speak English as an additional language. All children receive the help and support they need to make progress from their starting points.

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

- Overall, leaders plan an ambitious curriculum which is designed to give children a wealth of experiences that build on what they already know and can do. Children benefit from a wide variety of resources in the indoor and outdoor environments. However, while there are a range of good learning experiences, staff do not consistently plan enough opportunities to extend children's early mathematical development.
- Staff know the children very well and make good use of assessment to identify children's next steps for learning. However, staff do not always act on these swiftly or identify immediate opportunities that will support children's progress. For example, staff do not support children's next steps in mathematics through opportunities, such as counting the number of bricks in a tower or the number of children in a group. This does not enable children to make rapid progress.
- Books are an integral part of life at this setting. Children develop a real love of books and stories. They listen intently to stories read by staff. Children talk about the pictures and become involved with stories. For example, they repeat familiar phrases and say what they think will happen next. Children learn new vocabulary and begin to understand that print carries meaning.
- Staff make good use of the outdoor space to ensure all children spend time outdoors. Staff provide equipment appropriate to the ages of the children. For

example, babies learn to roll balls and older children enjoy building obstacle courses. These activities help children to develop their physical skills. Children also grow and eat produce such as potatoes, tomatoes and strawberries.

- Children learn that there are high expectations for good behaviour. Older children show that they understand the expectations for behaviour. For example, they take turns when playing and help each other to make things. They say things like, 'Shall I help you?' All children behave very well.
- Children learn about leading a healthy lifestyle. Staff encourage children to go outside, eat healthy meals and follow good hygiene routines, such as washing their hands before mealtimes.
- The manager evaluates the provision and has made some significant changes to improve the way parents are helped to support their child's learning at home. Although the manager supports staff and ensures they get the training and development they need to deliver high-quality care, monitoring of staff practice does not yet ensure consistently high levels of teaching. The manager has accurately identified this.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their duty to protect children. All staff have undertaken safeguarding and paediatric first-aid training. They know how to identify signs and symptoms that may indicate children are at risk of abuse and neglect. Staff know how to report any concerns and the importance of following the correct procedures to safeguard children. Staff complete thorough risk assessments to maintain a safe environment for children. Managers have effective systems for recruiting staff and monitoring their ongoing suitability. Staff supervise children well throughout the day. These measures help to ensure that children are kept safe.

What does the setting need to do to improve?

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

- consider ways to enhance the already broad curriculum so that there are increased opportunities for children to explore and develop their early mathematical knowledge and skills, enabling them to make further progress in their learning
- strengthen the systems for monitoring staff practice so that they are further supported to provide children with consistently high levels of teaching.

Setting details

Unique reference number	EY273551
Local authority	Staffordshire
Inspection number	10280031
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	40
Number of children on roll	53
Name of registered person	Carr, Susan Lesley
Registered person unique reference number	RP514240
Telephone number	01827 67888
Date of previous inspection	25 September 2017

Information about this early years setting

Orchard House Nursery registered in 2004. The provider employs 10 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The manager holds a level 6 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The provider provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Dukes

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 manager and has taken that into account in their evaluation of the provider.
- The owner, manager and the inspector carried out a learning walk together to discuss the intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the staff and the children.
- The manager provided the inspector with a sample of key documentation on request.
- The manager and the inspector completed an observation of teaching and learning together.
- The inspector took account of parents' views about the setting.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023