

Inspection of Orchard Day Nursery

18 Hinton Road, Woodford Halse, Daventry NN11 3TR

Inspection date:

20 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of welcoming practitioners at this inclusive, home-from-home nursery. All children, including children with special educational needs and/or disabilities (SEND), thrive due to the team's strong commitment of putting children at the heart of everything they do. They have a clear drive and ambition for every child to receive the best possible start in life. All practitioners talk to children with great warmth, and subsequently children develop strong attachments with every staff member, particularly their own key person. Children display a strong sense of belonging throughout the nursery.

Experienced leaders and highly skilled practitioners have developed an ambitious curriculum designed to give children the cultural capital they need in life. Practitioners fully consider the differing experiences children bring with them, and build on these experiences to enhance their learning and development. They talk to children and their families about their home lives and plan opportunities to extend children's knowledge through carefully planned activities. Children delight as they take part in a special camping day, where they snuggle and share stories in tents, explore inside a campervan and pick ice cream to eat from the local ice-cream van.

Children are extremely well behaved. Clear rules and routines help children know what is expected of them. Practitioners continually reflect on the learning spaces within the nursery and organise each area with a clear intent for all children's learning. Leaders have an excellent overview of children's progress and are highly confident in practitioners' ability to deliver what children need to know next.

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

- Leadership in the nursery is inspirational. The highly qualified and experienced managers have a clear focus on supporting children in the prime areas of learning. The leader's strong vision and ethos is threaded throughout the nursery. Practitioners have an excellent understanding of how children learn. As a result, they plan well-sequenced activities that successfully build on what children know and can do.
- Practitioners benefit from the excellent training and support they receive through coaching, mentoring and additional training. This enables them to provide high-quality care and learning. For example, all practitioners have completed baby-room training, safer sleep training and a four-week course to enhance teaching and learning for children with SEND.
- Communication and language are promoted exceptionally well. Practitioners take part in back-and-forth communications with babies at lunchtime, listening to their babbles and responding with spoken words. During water play, they

introduce words such as 'tip' and 'pour', 'full' and 'empty' as younger children experiment with different-sized vessels. As pre-school children explore play dough and flowers, practitioners encourage them to think critically through their skilful questioning. Children confidently engage in conversations during all aspects of their play. They continually recall past events linked to their play, such as a recent nursery trip to the garden centre. These strong foundations in communication and language help children to progress exceedingly well in all areas of learning.

- Children have many opportunities to connect with the natural world, both in the nursery's large, outdoor garden and in the forest-school area. They develop a deep sense of curiosity as practitioners engage in meaningful conversations about minibeasts and plants. Practitioners challenge children to take appropriate risks in their play. Older children learn to climb trees in a safe way and learn how to use tools, such as a drill, appropriately. Children confidently talk about how to keep safe while using a hammer to bang flowers, commenting that they need a hat to 'protect their head'. The use of the forest school area helps to expand children's physical well-being and self-esteem.
- Children are provided with a wealth of rich experiences and they have made strong links with the local community. They explore the local area regularly. For example, they visit shops to buy ingredients for cooking activities, and take walks along the brook to watch tadpoles turn to frogs. Practitioners value the importance of teaching children acts of kindness. Children help each other to build vehicles, and practitioners praise their behaviour. They go out and about to give flowers to people in the community, such as staff in local shops or people they pass as they walk around the village. Children are genuinely kind and show consideration to others. As a result, they are emotionally well-developed.
- Parents describe the nursery as an 'exceptional' setting with a real 'home-from-home' feel. They give the highest of praise to practitioners. They comment that key persons truly listen and value their input, describing practitioners as 'dedicated' and 'passionate'. Parents comment that communication is outstanding and they feel like 'part of a large family'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and practitioners demonstrate an extensive knowledge of safeguarding and child protection. There are effective procedures in place should a member of staff need to report a concern about the welfare of a child. Practitioners are all able to identify many indicators of abuse and recognise wider safeguarding issues, such as radicalisation and county lines. Leaders and practitioners are clear about how to manage and report any allegations made against staff. Practitioners have an excellent understanding of local safeguarding trends, and leaders plan time to discuss these trends during staff meetings. Leaders have robust recruitment procedures to ensure that all staff are suitable to work with children.

Setting details

Unique reference number	EY491581
Local authority	West Northamptonshire
Inspection number	10289439
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	1 to 4
Total number of places	50
Number of children on roll	60
Name of registered person	Orchard Day Nurseries Ltd
Registered person unique reference number	RP534764
Telephone number	01327260098
Date of previous inspection	24 November 2017

Information about this early years setting

Orchard Day Nursery registered in 2015 and is based in Daventry, Northamptonshire. The nursery employs 21 childcare staff, 10 of whom hold qualifications ranging from level 2 to level 6. The manager holds early years professional status. The nursery is open Monday to Friday from 8am to 6pm, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 manager and has taken that into account in their evaluation of the nursery.
- The managers and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed interactions between practitioners and children and assessed the impact these have on children's learning. The inspector had discussions with practitioners at appropriate times during the inspection.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector completed a joint observation with the deputy manager.
- Parents spoke to the inspector about their views of the nursery.
- The inspector met with the management team to discuss the leadership and management of the nursery.
- Relevant documentation was reviewed by the inspector including evidence of the suitability of practitioners working in 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.

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