

# Inspection of The Orchard Day Nursery

201-203 The Broadway, London, Merton SW19 1NL

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Inspection date: 13 April 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

Overall, children settle well and are happy to attend this nursery. They leave their parents at the door and staff welcome them warmly. Children develop sound physical skills. Older children enjoy building with construction pieces and practise their writing skills with a range of mark-making tools.

Children who are walking move about confidently in the garden. They use bicycles and the climbing frame well. However, often, babies wander about, not particularly engaging with the resources that are set out. Communication and language is not effectively promoted for children under the age of three. For example, staff supervise the children and tell them what they need to do and not to do. They do not interact effectively or engage in supportive conversations to help enhance their learning and development. As a result, children play quietly.

Pre-school children are industrious and very independent. They show high levels of engagement in activities of their choosing. The oldest children show positive attitudes to learning. For example, they competently talk about numbers and shapes. They are keen to take part in a card game with staff. They receive praise for their efforts and achievements. Older children gain the skills and knowledge they need for their future learning and their eventual move on to school.

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

- The manager has a sound understanding of the curriculum she wants staff to implement. She identifies clear curriculum focus for children. For example, transition from home to nursery, one room to the next and from nursery to school, which links to personal, social and emotional development.
- The manager gathers information from parents when their children start at the nursery. Staff observe children and use the check points to assess progress that they make in their learning. They identify what children need to learn next. However, the manager recognises that more focus needs to be on the quality of teaching to ensure that children make even better progress.
- The manager explains the difficulties she has experienced in recruiting staff. The nursery has, at times, operated with fewer staff than the usual requirements for staff-to-child ratios. This is acceptable in exceptional circumstances, and on the day of inspection there was no impact on children's safety and welfare. However, contingency arrangements in place are not fully effective when a staff member is temporarily unavailable. For example, if they are sick or have an appointment.
- Staff benefit from supervision and support from the manager. They complete training and engage in discussions. For example, at staff team meetings and room meetings to help enhance their skills. However, this needs to be more

rigorous to ensure consistently high-quality teaching.

- Older children are confident speakers. Staff working with the pre-school children use a wide vocabulary during lively discussions. They listen well to the children and ask skilful questions, which encourage children to think and speak. For example, children talk about the pizza they are making and competently explain all the different toppings. However, this is not as effective in the younger age group, where staff do not engage with children well.
- Staff promote good hygiene practice consistently. Children have regular fresh air and exercise, which helps to promote their physical well-being. Older children take part in digging and planting seeds in the garden. They help to nurture these and talk about eating them when they grow. Overall, the food provided is healthy and nutritious. However, staff do not take great care that this is consistent across all age groups. Particularly for the youngest children.
- Children behave well and routinely use good manners. Staff support children to take turns while they play. They help older children to understand their own feelings and the feelings of others. Staff encourage children to be kind to their friends.
- Partnerships with parents are strong. Staff collaborate closely with parents and other professionals to ensure that children have the right support in place, for example, children with special educational needs and/or disabilities (SEND). Parents speak highly about the warmth of the staff. They value the daily verbal feedback about their child's day and find the photos and information on the nursery app particularly useful. Staff update the app regularly to inform parents of what the children have been doing.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand what they must do if they are worried about a child's welfare. They know who to speak to if they have concerns about the suitability of other staff members or managers. Staff receive regular safeguarding training, which keeps their knowledge current. The manager follows robust systems for recruitment and ensures that all necessary checks are in place. She ensures that staff are suitable. Procedures are in place to accurately record accidents and injuries, both in the nursery and at home. The manager monitors these to identify any hazards in the nursery or cause for concern for children's welfare. The environment is clean. Risk assessments are conducted to ensure that the premises, equipment and resources are safe and suitable for children. Staff check the identity of visitors to ensure that no unauthorised people can enter the nursery.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
identify inconsistencies in teaching and provide targeted support to improve this	11/05/2023
be more precise about contingency arrangements for varying the staff to child ratios, for example, if staff are temporarily unavailable.	11/05/2023

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

- improve the quality of staff interaction with the youngest children to help raise the quality of their experiences
- review the food provided to ensure that it is nutritious and promotes children's healthy lifestyles across the age groups.

## Setting details

<b>Unique reference number</b>	EY556020
<b>Local authority</b>	Merton
<b>Inspection number</b>	10284482
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Inspired Learning Group (UK) Limited
<b>Registered person unique reference number</b>	RP534145
<b>Telephone number</b>	02038807373
<b>Date of previous inspection</b>	6 March 2019

## Information about this early years setting

The Orchard Day Nursery registered in 2018 and is located in Wimbledon in the London Borough of Merton. The nursery is open Monday to Friday, from 7am to 7pm, for 51 weeks of the year. There are 12 members of staff, including the manager and the chef. Of these, one member of staff holds qualified teacher status, one holds an appropriate qualification at level 7, one at level 6, and the manager holds a qualification at level 5. Other staff hold a level 3 and level 2 qualification and one is unqualified. The nursery is in receipt of funding for the provision of free early years education for children aged three and four years.

## Information about this inspection

**Inspector**  
Marvet Gayle

## 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 the inspector completed a learning walk together and discussed the curriculum.
- The inspector conducted two joint observations of activities with the manager.
- Children spoke to the inspector about what they enjoy doing in the nursery.
- The inspector observed the interactions between staff and children.
- The inspector held discussions with staff and parents and took their views into account.
- The inspector held discussions with the manager about the nursery practices 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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