

Inspection of The Orange Tree Day Nursery@ Mickleover

Staker Lane, Mickleover, Derby DE3 0DJ

Inspection date: 18 August 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Staff encourage children to develop a love of books from a young age. This supports children's early communication and literacy skills. Babies become excited when staff bring out the story sack. They begin to name the animals in the book and mimic the sounds they make. Older children sit captivated as staff read them a story. Staff make the story exciting by changing their voice and tone to fit with the characters in the book. Children use their recall skills to remember what happens next, and they finish the staff's sentences.

Staff carefully plan room transitions to make them smooth and exciting for children. They adapt the provision, so children can see their new rooms and peers. Staff provide children with experiences to help them understand their emotions. They prompt discussion with children about the 'colour monster' and link various colours to different emotions. For instance, children participate in a barefoot walk activity in the garden. They talk about how it makes them feel and link it to the correct colour, such as yellow for happy and green for calm.

Children's opinions are valued, and they can make democratic choices. For example, staff create a children's council for them to contribute ideas and make decisions. Children are eager to take on roles in the nursery, such as completing risk assessments in the garden. As a team, they collect the fallen apples and pears. This gives children a sense of belonging and makes them feel special.

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

- Leaders have worked hard to address the weaknesses identified at the last inspection. They work closely with newly appointed staff and implement an extensive induction programme. This ensures staff are aware of their roles and responsibilities. All staff have completed safeguarding training, which has secured their understanding of what to do if they have concerns about a child's welfare.
- Staff understand that children need to practise their small-muscle skills and hand-eye coordination in readiness for future writing. They provide an array of fun experiences to help children develop this skill. For instance, children participate in play dough gym and threading activities. Older children begin to develop good pencil control and enjoy mark-making activities.
- Overall, mealtimes for children are calm and relaxed. All children sing a 'thank you' song before their meal. Independence is encouraged as babies learn to feed themselves and older children self-serve their food and pour drinks. Children are polite, they use their manners, and staff gently remind them about table etiquette. That said, on occasions children do not always follow directions from staff. Staff give inconsistent messages, asking some children to sit down

and not others.

- Staff provide ample opportunities for children to develop their physical skills. For example, babies receive support and encouragement to take their first steps. Older children take part in a football match. Staff create goalposts out of logs, and children learn to kick and aim a ball to score a goal. Furthermore, children participate in yoga sessions delivered by staff. Initially, the children are excited and eager to show off their yoga poses. They stand up straight, stretch their arms and balance to demonstrate the 'mountain pose'. However, some children find the activity too simple and lose interest. Staff struggle to maintain the children's concentration, and children start jumping and rolling across the mats.
- Partnerships with parents are a key strength of the nursery. Staff work hard to involve parents and value their contributions. For instance, the staff arrange parent workshops, such as sessions to support and offer guidance to help children's potty training at home. In addition, staff provide experience bags for parents to take home and share with their children. These relate to new experiences, for example visiting the dentist to help children when they attend appointments. Parents comment on how well the staff keep them up to date with their child's progress. They say ideas for activities at home are shared to extend their child's learning further.
- Leaders conduct regular staff supervision to monitor performance and training. Targets are identified to help staff improve outcomes for children. Staff report they feel valued, and their well-being is a priority for leaders. For instance, leaders celebrate staff achievements through awards ceremonies and monthly recognition awards. This inspires staff and increases morale.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection concerns. They have a secure understanding of the correct procedure to follow if they have concerns about a child's welfare. Additionally, staff know what to do if they have a concern about a colleague's conduct. Staff's understanding of safeguarding is frequently checked by leaders, through questioning and discussions during staff supervision meetings. Staff receive appropriate first-aid training, so they can respond in the event of an accident or medical emergency. They record injuries that children arrive with and seek explanations from parents as to the cause. Staff ensure the premises are safe and secure. They supervise children closely while encouraging children to take appropriate risks.

What does the setting need to do to improve?

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

- develop a more consistent approach to behaviour management to better support

children's understanding of behavioural expectations

- continue to strengthen the delivery of the curriculum to ensure all children are appropriately challenged during all activities and remain engaged.

Setting details

Unique reference number	EY461581
Local authority	Derbyshire
Inspection number	10283824
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	197
Name of registered person	Mason, Jacqueline Claire
Registered person unique reference number	RP901752
Telephone number	01332513444
Date of previous inspection	1 March 2023

Information about this early years setting

The Orange Tree Day Nursery@ Mickleover, Derby registered in 2013. The nursery employs 30 members of childcare staff. Of these, 18 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

Inspectors

Kelly Langley
Christy Dave

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors and manager completed a learning walk together. The inspectors spoke with the manager to gain an understanding of their curriculum intent.
- The inspectors observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents during the inspection and took account of their views.

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