

Inspection of Orkidz Pre School

The Old Magistrates, High Street, Barton on Humber, North Lincs DN18 5PA

Inspection date: 16 October 2023

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

Staff enable children to learn about the world and their communities. After lunch, children sort their packed lunch waste into recycling and compost bins. Children who are newer to the setting follow their older peers in putting their banana skins into the compost bin. Staff talk to children about the environment.

Children know the routine of the day, and this contributes to their feeling of security and emotional well-being. They confidently enter the premises, where staff welcome and greet them warmly. They hang up their coats and put their bags on the trolley with minimal prompting. Even very young children know this routine.

Staff have high expectations for children's learning and progress. They enable all children to join in during group circle time. Children take turns contributing to the discussions and recalling previous events. All children, even those who are not confident speakers, are able to join in the action songs. The use of signing enables all children to feel included and be able to express themselves. Staff support children to understand the expectations regarding behaviour in the setting. Staff act as good role models, and this is reflected in the children's good manners and polite interactions.

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

- Staff support children to extend their communication and language skills. They enable children to repeat and recap, and they use resources that focus on specific communication needs. Staff encourage parents to use strategies at home to support language development. They work with parents to limit the use of dummies, which can impact children's developing language abilities.
- Staff use appropriate engagement as children lead their play. They challenge children's thinking as they talk about the resources and activities. For example, as children dig a hole to bury a pumpkin, staff ask whether the hole needs to be bigger or smaller.
- Staff know their key children very well. They obtain information beforehand to understand children's starting points. They identify the next steps in children's learning, focusing on children's individual interests. They understand when children need extra support to progress their learning and seek external advice as required.
- Staff support children to count and build on their number recognition. Interesting resources mean children are able to compare the number of objects in an activity and see the corresponding numbers. Some children count on their fingers, holding their hands in the air.
- Children's physical development is promoted as they participate in circle time. They follow instructions as they wriggle their fingers and take part in the action

songs. They bend and stretch and prepare their bodies for lots of playing and learning.

- Staff support children to develop their understanding around personal hygiene and self-care. They politely ask children to clean their hands after coughing and sneezing. They support them to wash their hands after using the toilet.
- Staff promote children's independence skills well during snack and lunchtime. Children are encouraged to peel their bananas and pour their own drinks. They use a pinch and pull action to open their snacks and unwrap their own sandwiches.
- Parents are very happy with the care and learning in the pre-school. They appreciate the level of communication and updates they receive regarding their child's development. They speak positively about the advice and support staff give them to extend their child's learning at home. They value the care given to their children, which is adapted to support their individual needs.
- Staff's ongoing professional development is a strong focus for leaders. Staff have access to regular training and appraisals and are subject to observations of their practice. This enables critical reflection to occur and builds on staff's good standards of teaching and care.
- Leaders continuously evaluate the provision to identify their strengths and areas to develop. They seek feedback from parents to contribute to their reflections.
- Staff support children to resolve conflicts. They encourage children to take turns, and children understand the use of the timer when waiting for an activity. Children learn about feelings as they listen to the 'Colour Monster' story. They look into mirrored stones and talk about whether they are happy or sad. However, staff do not always explain fully to children why some behaviour is unwanted.
- Although children have a wide range of resources and activities that hold their interest, sometimes staff disrupt their playing to return resources to their original areas.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to support and safeguard children. They are aware of the signs that would cause them concern and the actions they should take. Staff undertake risk assessments of the premises and ensure that they are always secure to prevent unauthorised persons from entering. They use walkie-talkies so they are aware of when children move to different areas of the building. This ensures the constant supervision of children, including when they are eating.

What does the setting need to do to improve?

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

- develop children's understanding of safe practices by helping them be aware of why we do things and giving explanations to help them make sense of our actions
- support staff to minimise their disruption of children's play.

Setting details

Unique reference number	EY473876
Local authority	North Lincolnshire
Inspection number	10301365
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	37
Number of children on roll	27
Name of registered person	Symon, Sharon
Registered person unique reference number	RP907994
Telephone number	01652661444
Date of previous inspection	24 January 2018

Information about this early years setting

Orkidz Pre School registered in 2013. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Thursday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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