

Inspection of The Orchard Day Nursery

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

Inspection date: 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children quickly settle on arrival and are happy and eager to engage in activities. They are greeted by caring, attentive and nurturing staff. Children are enthusiastic and leave their parents with ease. They are aware of the high expectations of the staff, who are good role models and speak to the children with respect and kindness. Children show they feel safe and secure, and they comfortably approach staff when needed. Staff praise children as they learn new knowledge and skills.

Staff know the children well. This helps them to plan a curriculum that is theme-based and linked to children's interests. Staff understand the importance of focusing on children's personal, social and emotional development. Children's emotional well-being is a focus throughout the nursery. In addition, staff work to ensure that children access a variety of activities and tasks that will help them to acquire a range of skills in preparation for going to school.

Children show positive attitudes to learning as they choose the activities they want to participate in. They demonstrate good behaviours as they interact with their peers and form friendships. Older children invite others to join them as they discover what is in the sand. Younger children enjoy counting how many dinosaurs they can knock over.

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

- The manager has successfully met the actions set at the previous inspection. She has worked closely with other partners to devise and implement an action plan. For example, staff have attended a range of training to enhance their knowledge and skills.
- Children receive a curriculum that focuses on their learning and development needs. Staff demonstrate an understanding of individual children's needs and next steps in their learning. However, this knowledge is not consistently incorporated into the curriculum as effectively to support each child's development.
- Staff support children's communication and language skills effectively. For example, staff regularly read stories, use props and sing songs with the children. They use pictures that help children to understand the meaning of new words. They introduce new words, such as 'splash' and 'scrub' to extend babies' language. Older children enjoy exploring sounds to enhance their listening skills.
- Staff support children to develop their understanding of mathematics well. They encourage children to learn about quantity as they ask them to take 'two circles for the eyes' or two pieces of fruit at snack. Staff incorporate counting into everyday activities and encourage children to describe the shapes they have. For example, children eagerly describe the shape their toy car is driving on.

- Children with special educational needs and/or disabilities are quickly identified. Staff liaise with parents and refer to other professionals appropriately. They are responsive to the children's needs and adapt the environment effectively to meet their individual needs.
- Children are provided with ample opportunities to be physically active and have daily access to the well-resourced garden. They develop their physical skills well as they enjoy weekly dance, singing and music sessions. Children confidently climb and balance on apparatus as they manage their own risks. Staff support children to develop their small-muscle skills in preparation for early writing.
- Staff have strong partnerships with parents. Parents say that staff are genuinely interested in and care for children. Staff give parents updates on children's progress in flexible and effective ways. However, staff do not share ideas and suggestions to support children's individual next steps at home.
- The manager and staff are aware of their roles and responsibilities to protect children in their care from harm. Staff regularly undertake child protection training to help them to recognise the signs and symptoms of when a child may be at risk of harm. There is effective security to gain access to the building. Staff perform daily safety checks, covering all areas of the nursery to keep children safe.
- The manager is aware of the strengths and areas for further development of the nursery. Self-evaluation is used well to identify further ways to build on the good practice. The manager supports staff to understand how to improve their practice and provides regular opportunities to listen to staff. Staff feel well supported by the manager.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the curriculum further to include opportunities to support children's specific learning needs
- support parents to be consistently aware of their children's targeted learning and how this can be promoted at home.

Setting details

Unique reference number	EY556020
Local authority	Merton
Inspection number	10291069
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	77
Name of registered person	Inspired Learning Group (UK) Limited
Registered person unique reference number	RP534145
Telephone number	02038807373
Date of previous inspection	13 April 2023

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 15 members of staff, including the manager. Of these, two members of staff hold an appropriate qualification at level 7, one holds a qualification at level 6, and the manager holds a qualification at level 5. Other staff hold qualifications at level 3 and level 2, and five are 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

Tracey Murphy

Inspection activities

- The inspector discussed any continued 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 of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out and evaluated two joint observations together.
- The inspector observed the interactions between staff and children.
- The inspector held discussions with staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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