

Inspection of Orchard House Nursery

Orchard House, 69 Charlton Road, London SE3 8TH

Inspection date: 28 August 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff at this setting know the children and their needs well. They build warm and trusted relationships with the children in their care. This helps children feel safe and secure and to develop their social and emotional skills effectively, especially during transitions. Children develop good levels of self-esteem, confidence and independence. For example, children in the baby room try different textures and feed themselves. Older children tidy up after themselves and show familiarity with the routine. The children's attitude towards learning and behaviour is excellent and is a real strength at this nursery. As a result, children are keen to learn and participate in the themed activities and enjoy their time doing so.

Staff have high expectations for all children and create a well-designed curriculum that meets all children's needs, including those from disadvantaged backgrounds and those with special educational needs and/or disabilities (SEND). All children appreciate outdoor play in the nursery garden to develop their gross and fine motor skills. They have daily access to activities, like sand and water play. Children have various opportunities to develop their small muscles in preparation for writing. Children share their learning and talk about their likes and dislikes. They enjoy daily reading and singing activities. Staff share daily information with parents via electronic systems and also through daily chats at pick up and drop off.

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

- The nursery manager and the staff take time to get to know the families and each child's requirements. Staff consider this information when planning activities and incorporate children's interests. For example, when staff notice children struggling to share during free play, they plan an activity to develop children's social skills further. This helps ensure children are more engaged with each other for the rest of the day.
- Leaders understand the importance of promoting children's communication skills. Children are encouraged to babble and repeat carefully chosen words to develop their communication and language. However, there are times when staff do not make the most of opportunities to enhance older children's use of language. Although staff often narrate children's play, they are not consistent in encouraging children to talk and expand their vocabulary.
- Staff support children well with developing a love for literacy. They choose books for their rich expressive language and children respond attentively. Staff use key words from the books during free play to help link the learning together. Older children know their favourite books and are keen on repeated reads, which helps them develop their knowledge of stories and language.
- The curriculum is well designed and generally meets children's needs. However, it is not always implemented consistently across the nursery. This means

children do not always receive the same opportunities to build on what they already know and can do. At these times, teaching does not fully support the intended learning and children's engagement is not always sustained.

- Parents speak highly of the nursery. They comment on the consistency and the sincere relationships the staff build with their children. Staff provide regular opportunities to discuss children's progress with their parents and carers. They offer support and next steps to further develop children's learning at home. For example, staff share different strategies to support children's feelings and emotions at home. This helps children to receive a consistent approach at home and at nursery.
- Staff encourage children to be healthy throughout the day. They provide various opportunities for children to explore the outdoors, including the local community. Children learn about healthy food choices and how to manage their own personal hygiene.
- Leaders support and value their staff. They work and communicate well together during the day. Regular supervision meetings provide leaders and staff with opportunities to identify what it is they need to develop further. This helps to give staff the tools to hone their skills. This helps promote a culture of continuous learning and development among the staff team.

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:

- support all staff further to identify next steps more precisely with a focus on communication and language
- strengthen all staff communication and language skills to be more intentional and provide all children with time to reflect and respond.

Setting details

Unique reference number	EY548738
Local authority	Greenwich
Inspection number	10399552
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	28
Name of registered person	Pearson Nurseries Limited
Registered person unique reference number	RP548737
Telephone number	07917333831
Date of previous inspection	5 December 2019

Information about this early years setting

Orchard House Nursery registered in August 2017. It is based in the borough of Greenwich. The setting is open from 7.45am to 6.15pm, Monday to Friday for 50 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. Five staff are qualified at level 3, one at level 2 and three are unqualified. The nursery manager is qualified at level 6.

Information about this inspection

Inspector

Gareth Cotterell

Inspection activities

- Children spoke with the inspector during the inspection.
- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- The inspector spoke with the manager and representatives of the provider to find out about the leadership and management of the setting.
- The inspector looked at a sample of key documentation.
- Parents, children and staff shared their views and the inspector took these into account.

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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