

# Orchard Day Nursery

Inspection report for early years provision

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**Unique reference number** EY225572  
**Inspection date** 26/11/2008  
**Inspector** Margaret Davie

**Setting address** 239 Henley Road, Caversham, Reading, Berkshire, RG4 6LJ

**Telephone number** 0118 947 5797

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Orchard Day Nursery registered in 1989. It operates from the ground floor of a house and a second building in the garden of the house. Each building has three childcare rooms. It is situated in Caversham on the outskirts of Reading. Disabled access is provided by ramps; however, the site slopes to the rear, which could limit access by wheelchair users.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 44 children at any one time and currently has 54 children on roll. Of these, 53 are in the early years age group, and of these, seven only attend the out of school club. One child in the compulsory childcare age range currently attends the out of school club. Children attend for a variety of sessions and come from the local area. The nursery is open each weekday from 08.00 to 18.00 all year round. The out of school club is open from 15.30 to 18.00 during term time and from 08.00 to 18.00 during school holidays. All children share access to secure large outdoor play areas. The nursery supports children with learning difficulties as well as children who speak English as an additional language.

The nursery employs 18 staff of whom two are currently on maternity leave. Of the 15 who work directly with children, 10 hold appropriate early years qualifications and five are working towards a qualification.

## Overall effectiveness of the early years provision

Children's individual needs are very effectively met in a secure and welcoming environment. Each child is treated as a unique individual and provided with a comprehensive range of experiences to support their learning and development. Children make excellent progress because they are cared for by staff who are kind, caring and well qualified. The managers are very committed to ongoing improvement which is clearly focused on the needs of children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- explore ways to further develop partnerships with other settings attended by children in the early years age group to ensure progression and continuity of care
- ensure all areas of the nursery are clean and well maintained and that children are provided with suitable hand drying facilities, to prevent the spread of germs

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a written record of the risk assessment for each 15/12/2008

type of outing (Documentation)

## **The leadership and management of the early years provision**

Managers and staff work together very well to help all children make excellent progress in their learning and development. Good communication at all levels ensures children are provided with a seamless flow of activities, which they find interesting and which are geared to their individual needs. The manager has high aspirations for the quality of provision and is strongly committed to ongoing staff training and development to achieve this. An established system of meetings with staff ensures there is regular assessment of the quality of care and action is taken to address any areas in need of improvement. Very good action has been taken since the last inspection to improve the quality of experiences for children. For example, planning for outdoor activities includes a focus on learning outcomes and as a result staff are clear about how to support individual children.

Partnership with parents is outstanding and contributes significantly to children's well-being. A high level of inclusion is promoted as parents are provided with excellent information about the early years provision and are kept well informed about their child's achievements. Each child's 'Learning Journey' record is available to parents at all times, and parents are encouraged to share what they know about their child, particularly when they first start, in order to help staff meet their needs. Daily feedback ensures parents are kept fully informed about their child's care. Parents are very pleased with all aspects of the provision and say their children are always keen to attend and feel the nursery is 'a home from home'. Links with other agencies positively promote the development of children with learning difficulties; however, links with other settings attended by children in the early years age group, are not yet fully developed to ensure continuity in their care and learning.

All required policies and procedures are in place to safeguard children. Outdoor and indoor spaces, equipment and toys are regularly checked to make sure they are suitable and safe. Children develop a very good understanding about how to keep themselves safe, for example, as they consider how to use the tools and equipment correctly and know the importance of making themselves heard at registration, so that attendance records are up to date in case of an emergency. A general outings procedure to ensure the safety of children is in place, but risk assessments for each type of outing are not recorded, to show that this has been done, or what has been checked. All adults who work in the setting have been vetted and children are very well supervised at all times. Staff have a clear knowledge about the signs and symptoms that may indicate a child is at risk at harm, and follow procedures in line with Local Safeguarding Children Boards.

## **The quality and standards of the early years provision**

Children make excellent progress toward the early learning goals. This is because staff know them very well, make regular observations of their development and use this information very effectively to plan activities. As a result planned activities

both indoors and outdoors are enjoyable and within children's capabilities but also provide challenge for them. Children's own interests and needs are very well known because staff take the time when they first start, to interact with them and talk to parents about them. Their welfare is very well supported by the co-carer system, ensuring there is always a well known adult on duty throughout the day, who is very familiar with all their needs. This results in children being very well settled and making excellent progress in their personal, social and emotional development. Staff engage and encourage children during activities using supportive language and asking appropriate questions and are very quick to praise them. Consequently, children develop good levels of confidence and feel good about themselves. Staff are knowledgeable about and support children's additional learning needs very well.

Children are highly involved in their learning. They help set up for outdoor play enthusiastically, working together well to carry the large toy bins outside, and can hardly wait to get going on the track, riding the bikes and scooters. The more confident riders have a go on the two-wheeler as an adult holds onto them, allowing them to safely take physical risks to improve their confidence. Children develop their language skills as they initiate their own play with the hand puppets, listen to stories and remember words to simple songs. They develop very good listening skills, as they listen for their name inserted into a simple nursery song, which means they can join the table for lunch. Staff regularly use mathematical language, encouraging children to count the number of sheep in a story and extend their learning as they encourage them to predict what is under the flap. They make simple calculations as they play with the cash register in the Christmas shop. Older children exercise their independence as they find their name card, set their own place at the tables and pour their own drinks at meal times. Children show a lot of natural curiosity and make excellent progress in acquiring skills that prepare them for future economic well-being. All children have equal access to the toys and equipment and experience a range of activities which familiarise them with the wider world, such as visits to the local shops and library. Children's learning is very well supported by the excellent information parents receive about their progress. Regular meetings give parents the opportunity to discuss their child's achievements as well as their next steps in learning.

Children keep fit and healthy and develop physical confidence as they use the outdoor equipment. Their safety is protected by soft play surfaces, for example, under the climbing frame. They learn the importance of good hygiene as they wash their hands before eating and after outdoor play. However, because some of the children share the same towel for hand drying, the spread of germs is not minimised as well as it could be. The nursery is very secure and children play and learn in designated areas, suitable for their ages and stages of development. For example, younger children have a dedicated outdoor area of their own away from the more boisterous older children. Meals are freshly prepared on site and children enjoy nutritious and healthy foods. Cleaning schedules ensure the spread of infection is minimised and staff wear gloves and aprons when changing nappies. Some areas of the nursery are, however, in need of updating to minimise areas where germs can breed, such as the perished grouting around the sink in the Dolphin's nappy changing area. Sufficient staff have up to date first aid training to ensure that children are well cared for in the event of an illness or minor accident.

Medicines and accident records are well maintained and details always shared with parents. This promotes children's continuity of care very well. All staff have high expectations of children, promoting manners and good behaviour and thereby helping children to develop moral values and to show care and respect for others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.