



Orchard Day Nursery

Inspection report for early years provision

Unique Reference Number	EY225572
Inspection date	09 November 2005
Inspector	Joanne Graham / Susan Victoria May
Setting Address	239 Henley Road, Caversham, Reading, Berkshire, RG4 6LJ
Telephone number	0118 947 5797
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Registered person	Orchard Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

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. A maximum of 44 children may attend the nursery at any one time. 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 enclosed large outdoor play areas.

There are currently 62 children aged from 1 year to under 8 years on roll. Of these, 21 children receive funding for nursery education. Most children come from the local area. The nursery has systems to support children with special educational needs, and currently supports a number of children who speak English as an additional language.

The nursery employs 11 childcare staff. The manager and 7 staff hold appropriate early years qualifications. There are 3 staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from having regular opportunities to enjoy physical play and activities, especially in the large and exciting garden areas. There is a bike track to practice pedalling around, trees and bushes to explore, safety surfaces to develop skills in climbing and balancing and areas to build, scoot and develop ball skills. Children benefit from the staff's creativity to bringing additional and interesting activities into the garden. For example, the younger children enjoy painting at the easel and the older children enjoy a game of Jenga. Children play in a clean, well ventilated and uncluttered environment, with plenty of opportunities to play in the fresh air. They understand simple effective health and hygiene practices, which staff reinforce sensitively. They know that washing their hands after visiting the toilet, playing in the garden and before eating helps prevent the spread of germs. Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. All staff hold a current first aid certificate and first aid boxes are situated in both buildings. This means they all can give appropriate care if there is an accident.

Children enjoy varied and nutritious snacks and meals, which meet special dietary needs and ensure they remain healthy. They sit with staff to consume their food and they display very good table manners. For example, they use cutlery with increasing skills and do not leave the table whilst still eating. Staff ensure the children have opportunities to share their news and experience a lovely sociable occasion during mealtimes.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The premises are very secure and there are effective procedures in place to prevent unwanted visitors gaining access. For example, staff greet unknown visitors at the security gate and take them to the office once adequate identification is shown. Children are cared for in a welcoming, secure and safe indoor and outdoor environment where effective safety measures help to minimise risks and hazards. For

example, an electronic safety entrance gate, plug sockets, stair gates and enclosed garden areas. Staff deployment is excellent and provides the children opportunities to explore and play independently but ensuring they stay out of harms way. Children learn to keep themselves safe, through good supervision and sensitive reminders. They know not to run inside or stand on the chairs, they know not to take the bikes up the exit ramps and they do not push one another when lining up. Children and staff have a good understanding of the procedures to follow in the event of a fire because these are regularly practised.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Staff organise the indoor and outdoor space effectively, allowing children to move around safely, freely and independently. There are clear procedures for outings that ensure children's safety. Parents give written consent, ratios are lowered with a minimum of two staff and first aid kit and telephone numbers are taken. Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff receive clear information regarding the signs and symptoms of abuse. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

All children are secure, confident and happy within the interesting and stimulating environment. They have opportunities to explore a vast range of resources both indoors and outside, which support their learning well. All children are eager to learn and confident to try new experiences. The younger children particularly enjoy baking fairy cakes and then sharing the results with the whole nursery. Staff support activities effectively, asking questions to encourage the children to think. This helps to move the children's learning forward. Children achieve well as staff have a good understanding of early years guidance, such as Birth to three matters and the curriculum guidance for the Foundation Stage. They plan varied, appealing and exciting activities. However, at times some activities for the children under three are slightly too long and challenging to engage the children's interests fully. For example, calculation reinforced through a storybook.

Children are beginning to form relationships with their peers and staff. They often invite them into their play and staff offer appropriate support and intervention. Children develop and increase their independence skills. For example, most children dress themselves into their outdoor clothing and confidently self-select their chosen activities.

Nursery Education

The quality of teaching and learning is good. Activities and resources are appropriate for the ages and stages of development of the children who attend. Children are very interested, keen to participate and have choices. For example, they chose if, and when, they want to play with the corn flour, paint, build, draw or use the computer. They have good access to toys and activities laid out in two rooms with a library/quiet area in between. The general flow between these rooms is smooth and successful, and helps the children to adapt to change. Children demonstrate developing

concentration skills and participate in activities for extended periods. Children are polite to each other. They are beginning to form strong relationships with their peers and staff and confidently leave their main carer and settle well to tasks and activities. Staff frequently give praise to help build children's self-esteem. Children ask and answer questions displaying a confident air that they will be listened to and their responses and requests are valued and taken note of. They positively 'grow' when praised and their curiosity and confidence indicates that the staff work with a positive approach to build children's ego. Children have opportunities to develop independence skills; they use the bathroom and the 'helpers' lay the table, put out name cards and serve the meals to the children. However, the staff serve up the portions and do not give the children any choice of foods.

Children enjoy stories and handle books with care. They are able to predict stories and identify main characters. Opportunities to mark-make for purposes relevant to play are available throughout the setting. Children label their own work and the older and more able children are beginning to write other familiar words and sentences. Children use numbers in everyday activities, for example in songs and rhymes. Many of the younger children can count to five and older children to ten and beyond. Many children recognise and write numbers to ten. Children have opportunities to use a variety of construction resources to help develop their design and making skills. They have large-scale equipment outdoors and small scale inside. Children climb, run, scoot, peddle, roll on 'skateboards', dig, plant fruit and vegetables and explore a variety of areas in the well equipped garden. They have the opportunity to sample a variety of textures on the ground. For example, grass, paving, safety surfacing, bark and bricks, all of which help enrich their experiences.

Staff deployment is effective and supportive to the children's learning. They plan well and include focus activities inside to identify children's specific strengths and weaknesses in order to support and increase future learning opportunities. However, staff do not include aims or focus for children when planning for everyday outdoor play. They maintain children's developmental records regularly and they ensure they consider and respect children's individual learning needs for future planning of activities.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and play a full part in the setting. They feel settled, happy and comfortable. Their individual needs and differences are valued and respected and staff treat all children with equal concern and compassion, contributing to the children feeling secure. Staff have an excellent knowledge of children's family context and increase the children's feelings of belonging when they participate in conversations about the children's home life. Staff have an extensive knowledge of caring for children with special needs, although there are no children with special needs currently attending. Children learn important social skills such as sharing, turn-taking, listening to others and respecting their views. They enjoy each other's company and treat each other kindly. Their behaviour is very good. Staff are consistent in managing boundaries and children respond positively to their sensitive

and effective support. Staff increase the children's understanding of right from wrong, they respond to gentle reminders to care for the environment, the nurseries resources and one another. For example, recycling paper in specific boxes and tidying away the resources before going into the garden.

The children have extensive opportunities to learn about themselves, each other, the local community and the wider world through planned activities, celebrating different festivals and outings to local places of interest. Children access a broad range of resources which depict positive images of race, culture, disability and gender. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is outstanding and this contributes significantly to children's well-being in the nursery. Staff actively seek views about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are progressing and developing, through daily verbal exchanges, regular newsletters and parents' evenings. Children's safety, welfare, development and learning benefit from the involvement of their parents.

Organisation

The organisation is good.

Staff greatly enhance children's care, well being and learning opportunities through effective organisation and the good leadership and management of the nursery education. Children are happy, settled, secure and enjoy their time in the setting because staff offer good care and attention to their needs. Staff ensure children are supervised at all times, that ratios are maintained throughout the sessions and children are never left unsupervised with persons not vetted. They work well as a team and clear communication and guidance allows them to provide a stimulating, well-balanced and smooth flowing programme throughout the day. The premises layout is appropriately organised and children are able to play outside several times during a session.

Children benefit from qualified and experienced staff who are very caring. Staff are committed to attending further childcare training and development courses. This helps them to reflect, monitor and improve the quality of the care and education they offer to all children. All legally required documentation, which contributes to children's health, safety and well-being is in place and is regularly reviewed, although some lacks necessary detail. Overall, the provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

The setting has made very good progress since the last inspection. The premises are very secure and the electronic gated system and staff's vigilance keeps the children safe and does not allow unwanted visitors access to the provision. Staff maintain most records accurately and these are accessible on the premises at all times. This helps to maintain children's well being. Parents receive their own copies of the

settings policies and procedures and additional copies are accessible on request. This ensures the setting works in partnership with parents and increases continuity of care for the children and helps to move their learning forward. The proprietor has adhered to all the recommendations made by the local fire officer. Children benefit from playing in a safe environment.

In addition, the setting has made very good progress since their last nursery education inspection. Staff have improved their knowledge of the planning and assessment systems by attending training, holding regular team meetings, maintaining long term plans and completing children's development records effectively to inform future planning, extend activities and ensure activities provide sufficient challenge to the children. Children benefit from participating in varied, interesting and fun activities, which help to move their learning forward. The children's understanding of calculation is continuing to increase. Staff ensure opportunities for the children to use calculation is incorporated in the plans and actively introduce with interesting activities. For example, children price up fruit and then buy these with their own pennies, calculating the price and change required. Children's imaginative skills continue to develop as they have many occasions to express themselves creatively in art activities. Their own creations are valued and displayed attractively.

Complaints 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.

A complaint was made to Ofsted regarding standard 1 - suitable person. Ofsted asked the provider for additional information to investigate. The nature of the complaint was a dispute with an outside company and not on the premises in the presence of the children. The provider continues to be registered.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should

take account of the following recommendation(s):

- ensure all activities for the younger children are age appropriate and within their concentration span and learning capabilities
- make sure all accident and medication forms are accurately maintained.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for the older children to serve their own meals and to have informed choices of what they want to eat
- ensure plans include focus and aims for children during everyday outdoor play.

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