

# Orchard Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY309359
<b>Inspection date</b>	11/05/2011
<b>Inspector</b>	Fiona Robinson
<b>Setting address</b>	Trinity C of E V A First School, Coopers Lane, Verwood, Dorset, BH31 7PG
<b>Telephone number</b>	01202 820124
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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 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.

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## Description of the setting

Orchard Day Nursery was registered in 2005. It operates from its own premises within the grounds of Trinity C of E VA First School in Verwood and serves the local and surrounding areas. There is ramped disability access to the building. All children have access to a secure, enclosed outdoor play area. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 78 children may attend the nursery at any one time, all of whom may be in the early years age group, and no more than 18 may be under two years at any one time. There are currently 156 children in the early years age range on roll. The nursery receives funding for the provision of free early education for three- and four-year-olds. It opens five days per week for 51 weeks of the year from 8am until 6pm. Children attend for a variety of the sessions on offer.

The nursery employs 23 staff working directly with the children. Of these, three hold a National Vocational Qualification (NVQ) at Level 4; 15 hold Level 3; and two hold Level 2. There are four staff who are currently working towards Level 2; and a further member of staff is working towards an Early Years Foundation degree. Support is received from Dorset Early Years and childcare service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very confident and keen to explore the rich and stimulating environment. Staff take into account their individual needs and interests and are very skilled at increasing children's understanding of making healthy choices and staying safe. There are excellent links with parents and carers and the host school, and information is shared very effectively. Children are fully included in a wide range of interesting activities and overall achieve very well. The manager and staff have an outstanding understanding of the strengths of the nursery and where areas for improvement lie, and have excellent capacity for continuous improvement of the practice.

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

To further improve the high quality early years provision the registered person should consider:

- developing the use of technology in activities.

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

Safeguarding is exemplary because staff have an excellent knowledge of safeguarding and child-protection procedures. Security within the nursery is outstanding and children are supervised very well in the indoor and outdoor environments. Staff implement rigorous safeguarding policies and procedures to ensure children's safety. Parents and carers, and staff have a very secure knowledge of the robust procedures in place for the collection of children. There are rigorous staff recruitment and vetting procedures to make sure all those having contact with children are suitable to do so. Risk assessments are very thorough and carried out regularly to minimise danger. Children use an excellent range of equipment that is well-maintained, safe and suitable for their age. Fire-evacuation procedures are practised regularly so that staff and children are familiar with the routine.

The nursery is very well-led and managed. There are excellent self-evaluation systems in place which ensure that improvements have a positive impact on the children's experiences. The manager and staff value the views of parents and carers, and children when identifying areas for development. They have very clear ideas of their strengths and areas for improvement. They are further developing exploratory and investigative areas in the outdoor environment. Staff actively promote equality and diversity and ensure that children are fully integrated into activities and the celebration of festivals and other lifestyles. Recently, a parent from a Hindu family told the children about a Hindu festival named Raksha Bandhan which the family were celebrating and shared artefacts with them. Activities are regularly monitored and staff set realistic and challenging targets for the children. They make imaginative and effective use of an excellent range of resources to meet most of the needs of the children. Planning shows that opportunities for children to use a wider range of technology resources, such as the computer and digital camera are not fully exploited to support their learning. Staff demonstrate an excellent capacity to improve through strong teamwork throughout the nursery and work hard to build on their existing qualifications and experiences.

Partnerships with parents and carers are outstanding. They consider their children experience exciting activities in a bright, stimulating environment. They receive excellent information about special activities, trips and visits via regular newsletters, informal discussions, the website and the parents' notice board. Key staff keep parents and carers very well-informed of their children's achievements and progress. They meet with them termly to share children's assessment records and records of their work, called 'learning journeys'. These are sent home every six to eight weeks for parents and carers to view and comment on. One parent led a workshop on internet safety for staff and parents and carers. They are very supportive of fundraising activities and stay and play sessions. They receive regular questionnaires which invite them to comment on the provision. There are excellent links with the host school and staff liaise regularly with the Early Years Foundation Stage staff. Information is shared very effectively and the nursery benefits from the use of the outdoor environment of the school. Staff liaise regularly with

children's parents and carers, outside agencies and the school to ensure a smooth transition into full-time education. They are experienced in caring for children with special educational needs and/or disabilities and support them very well in their learning.

## **The quality and standards of the early years provision and outcomes for children**

Activities are extremely well-planned and children achieve very well in all areas of learning. Staff place a strong emphasis on learning through play and consequently, babies, toddlers and children are included equally in an enjoyable and stimulating environment. Their views are considered and incorporated into the planning and organisation of activities and resources. Themes such as 'Spring', 'The Royal Wedding' and 'World Book Day' enrich their experiences.

Children enter the nursery happily and quickly settle to their activities. They are very kind, thoughtful and considerate of one another and share their resources sensibly. Children behave extremely well because staff are excellent role models and have a consistent approach to managing behaviour. Babies' home feeding and rest routines are followed as closely as possible and toddlers are given simple but clear explanations they can relate to. Staff actively promote their independence as they grow older and encourage them to choose their own activities. Festivals such as Diwali, Remembrance Day, Burn's Night, Easter and the Chinese New Year enrich their experiences and give the children an outstanding appreciation of other lifestyles, cultures, customs and food. Children visit the local library and post office and learn to appreciate their own community.

Children have an excellent understanding of keeping themselves healthy and safe. They are encouraged to make healthy decisions and learn about the importance of nutrition and exercise. The pre-school children learn to use equipment safely as they prepare vegetable stew and pizzas with healthy toppings. They make soda bread for St Patrick's Day and leek and potato soup for their St David's Day celebrations. All children have daily opportunities for exercise and fresh air to promote a healthy lifestyle. The under two-year-old children have regular outings in their buggies, while early walkers practise riding on wheeled toys. The older children develop their physical skills very well as they run, climb, balance on apparatus and ride pedalled vehicles. The children enjoy going on walks to the local woods and adventure playground. Children have an excellent understanding of keeping themselves and others safe. For example, they know the correct way to tidy away their equipment. They benefit from talks on safety from the fire and police services. For example, a parent who is a fire-fighter invited the children to the local fire station to watch a training session in action.

Children are very keen to participate in a wide range of interesting and exciting activities and make excellent progress. Their communication, language and literacy skills are developing very well. They enjoy listening to stories, such as 'We're Going on a Bear Hunt' and talking about what is going to happen next. Most count up to twenty and beyond and identify a wide range of shapes in the indoor and outdoor environments. They tunefully sing songs, such as 'Twinkle, Twinkle, Little Star'.

Their creative skills are developed very well as they print colourful patterns from fruit, vegetables and leaves. Children are encouraged to use their imaginations well in role play as they eat food in their Chinese restaurant. Most children write their names by the time they leave the nursery and complete simple programs on the computer. Children enjoy going on bug hunts and use sticks to make dens in their outdoor area. Overall, children are prepared very well for future learning experiences.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **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