

# Orchard Day Nursery

239 Henley Road, Caversham, Reading, Berkshire, RG4 6LJ

<b>Inspection date</b>	20/02/2013
Previous inspection date	26/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff are highly skilled as they support children and meet their individual needs, valuing the uniqueness of each child. Children form strong bonds in their co-caring groups and are settled and secure.
- Children benefit from a wide range of toys and activities. A knowledgeable staff team know the children well and plan effectively to meet their needs taking into account their interests.
- Highly effective transitions within the nursery and onto school are in place. Strong partnerships and successful communication channels are in place between staff, parents and others.
- The management team have an accurate understanding of the setting through effective monitoring systems. They invest and value their staff providing continuous professional development through training developing their staffs skills and knowledge.

### It is not yet outstanding because

- The environment for nappy changing lacks interest for children as they are not able to see pictures, mobiles or mirrors in order for staff to talk to children and enrich language opportunities.
- Although children learn about basic mathematics well, there are less opportunities to engage with and see written numbers both in the indoor and outdoor environment.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the nursery between staff and children both inside and in the garden.
- The inspector had a meeting with the senior management team.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with parents and carers of children in the setting.
- The inspector looked at a sample of documentation, which included policies and procedures, observations and assessments.
- The inspector spoke to staff and children.

## Inspector

Mandy Gannon

## Full Report

### Information about 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 currently has 78 children on roll. Of these, 59 are in the early years age group, and of these, nineteen only attend 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 8am to 6pm all year round. The out of school club is open from 3.30pm to 6pm during term time and from 8am to 6pm 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 20 staff, of these 17 work directly with children, 13 hold appropriate early years qualifications and four are working towards a qualification. Two members of have Early Years Professional Status (EYPS).

### **What the setting needs to do to improve further**

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

- improve the nappy changing area to provide a variety of interesting things for babies to see so creating a rich stimulating environment
- enhance the educational programme for mathematical development by providing appropriate number labels at children's height to use both indoors and outside.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in all areas of learning as staff have an accurate understanding of their starting point on entry to the nursery through information gained from parents. Good systems are in place to record and monitor children's progress in their learning and development. The staff work well together and undertake regular observations and assessments in the co-caring groups. They regularly share learning and development records with parents and together identify next steps. Two-year old progress checks are in place and completed with parents. The nursery has a strong partnership in place with parents and carers. They regularly share information through discussions, dairies, newsletters, a parent accessible website and the sharing of children's development records. Staff encourage parental involvement and have an accurate understanding of children's home language as they share key words. Parents spoken to at the inspection praised the setting and its fully inclusive ethos stating 'they keep me as a parent informed and we work well together'. 'I like the co-carer system they operate as they know the children so well, it is very personable and they take time to get to know the families and

meet children's individual needs'.

Children are actively engaged, at ease and interested in their play and learning. Staff know their children well and motivate them by taking account of children's individual interests when planning activities. For example, staff encourage and engage with a group of boys as they role-play as superhero's, allowing them time to think through and act out their ideas. Children have many opportunities to mark make as they freely access paper and pens and confidently 'write'. Children access a wide range of suitable books including both fiction and non-fiction, which they enjoy. Staff differentiate story and rhyme time for younger children. For example, staff share books in smaller groups and children are encouraged to turn pages and be involved. They skilfully use toys and puppets for children who do not yet speak to make choices about the song they wish to sing. For example, children excitedly choose an animal from a feely bag relating to a familiar rhyme and dance and cuddle with a puppet or soft toy as they take it in turns to sing.

Children are happy, settled and at ease in this homely environment. Staff form strong relationships with children and meet their individual needs. Children enjoy a broad range of suitable toys and activities. They make choices and decisions as they independently access toys and resources available on low-level shelving in appropriately labelled boxes. Children play an active role in the setting as they follow their interests. They confidently explore making choices and decisions both inside and outdoors. Children have many opportunities to be creative through art, music and drama, promoting free expression. For example, they enjoy making models from recycled materials and participate in a puppet show.

Children are given many opportunities to develop their language skills. Skilled staff ask children questions to make them think and use phonics to develop children's understanding. For example 'what do you think we could use?' 'the ingredient starts with an f'. However, the nappy changing area is not stimulating as babies have little to look at to develop their interests. Children actively engage in cooking activities as they discuss the ingredients they require and recall what comes next. Staff extend children's understanding of differences as they observe changes, learning that eggs come from chickens and milk comes from cows. Children weigh ingredients, beginning to identify numbers and work out simple calculations as they discuss how many cakes they need. However, the use of numbers is not fully explored, both indoors and outside in order to increase children's use of number in everyday contexts.

### **The contribution of the early years provision to the well-being of children**

Staff are committed to meeting the needs of each child in their care acting as positive role models. They support children exceptionally well in their personal, social and emotional development. Staff fully praise and encourage each child promoting high levels of self-esteem. Children behave well as staff have an accurate understanding of their individual needs. Children are self-motivated as they enthusiastically volunteer to complete tasks as they are helpers at mealtimes. They help to sweep up after lunch and persevere to follow the instructions they have been given. They show a sense of pride and achievement in the

helper sticker they have received. Children independently access comforters they bring from home according to their individual need, promoting their sense of security and supporting their emotional development. The setting has begun to use pictorial time lines to develop children's understanding of what is next, promoting their sense of security through familiar routines. Children confidently wash their hands before lunch and fully cooperate with staff to have their nappy changed. Staff value highly the uniqueness of each child and have a precise understanding of their individual needs. Children know the staff exceptionally well and seek comfort and reassurance when needed. For example, a younger child sits on their key persons lap for a cuddle as they fall asleep and an older child seeks reassurance as they fall over in the garden.

Children and parents benefit from excellent settling in procedures. As a result, staff have an exceptional understanding of children's individual routines, which they reflect in the setting. Highly effective transitions both within the nursery and as children move onto school are in place. The nursery works exceptionally well with local schools as staff make visits in order to gain information and help prepare children well. Teachers are encouraged to visit the nursery successfully enabling children to meet their teacher in a familiar environment.

Children feel extremely safe and secure in an environment where risks have been minimised and thorough risk assessments including daily checks are undertaken. Children develop an excellent understanding of keeping themselves safe as staff support them reminding them to be careful with the brush as they sweep the floor. Children successfully develop a thorough understanding of excellent hygiene practice. Staff follow meticulous hygiene practices as they clean surfaces before children eat and individual bed linen and paper towels minimise cross infection. Children confidently carry out self-care skills as they put on their coats and shoes to go outside, and are aware to wash their hands before eating meals or snacks. Staff follow effective hygiene procedures when serving food as they wear aprons and gloves and thoroughly wash their hands after wiping noses. Children benefit from a balanced, nutritious menu, which is prepared on site by the cook. Individual dietary requirements are very well met and staff encourage children to make choices, as they have second helpings in order to satisfy their appetites. All children develop their social skills as they sit together with their friends and staff at snack and mealtimes. Children freely make choices as they participate in physical activities both indoors and outside in all weathers. Children have an accurate understanding of expected behaviour and remind others of nursery rules as they take responsibility to keep each other safe. For example, reminding them not to run or they might fall.

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

The setting effectively meets the safeguarding and welfare requirements. Thorough recruitment and vetting procedures are in place. Staff have an accurate understanding of the safeguarding policy and procedures. They have a good understanding of causes for concern and the steps they would take with local contact details available. An effective management structure is in place, which has a strong understanding of its strengths and

areas for development. The senior management team demonstrates high levels of drive and commitment to make improvements to the setting. They recognise their staff as a valuable resource and are proactive in ensuring they receive the support, training and encouragement to develop their skills and knowledge. A successful induction and appraisal programme is in place and the setting promotes and is supportive in the continuous professional development of its staff team including apprentices. The management team work closely with the staff and regularly monitor staff's practice through observations in the rooms and checking documentation. As a result, staff are effectively deployed taking into consideration their qualifications, individual strengths, aptitudes and preferences in order to meet the needs of the children. Staff work well together and positive teamwork is evident, as staff feel highly valued. The management team encourages and seeks the active contribution and views of staff, parents and children in order to make effective improvements.

The setting promotes children's safety and well-being as accurate records are in place of children's, staff's and visitors arrival and departure times. Staff closely supervise children when they play and sleep. Staff effectively promote children's welfare as records accurately reflect accidents, incidents and the administration of medication.

A competent staff team work well together to support children effectively in order that they are ready for the next stage in their learning. The setting has effective partnerships with parents, other agencies, strong links with local children's centres and schools in order to meet the individual needs of each child.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations
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in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY225572
<b>Local authority</b>	Reading
<b>Inspection number</b>	846964
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Orchard Resources Limited t/a Orchard Day Nursery
<b>Date of previous inspection</b>	26/11/2008
<b>Telephone number</b>	0118 947 5797

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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