

# Orchard Day Nursery

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

<b>Inspection date</b>	16/04/2013
Previous inspection date	20/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

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

### **This provision is satisfactory**

- Children play happily within their base rooms and benefit from the wide range of resources and activities available to support their learning.
- Children enjoy regular opportunities for free flow outdoor play, this as result allows the children to enjoy plenty of fresh air and exercise.
- Children are learning to become independent and are developing sound self-confidence and awareness.
- Staff have secure partnerships with parents and others involved in children's care, this promotes continuity in children's care and learning.

### **It is not yet good because**

- The arrival of older children after school disrupts the activities and routines of the younger children.
- Opportunities for older children to sleep undisturbed are not well organised.
- Staff do not always help children learn about their own health needs.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 all ages of children interacting with staff and in their play.
- The inspector looked at a sample of documentation, which included policies and procedures, observations and assessments.
- The inspector engaged in conversation with children, the manager, staff and parents of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector had a meeting with the senior management team.

## Inspector

Tracy Bartholomew

## **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 staff have Early Years Professional Status (EYPS).

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the needs of all children are met by making sure the learning, play and welfare of the pre-school children is not disrupted by the school-aged children.

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

- increase children's understanding that good practices with regard to food can contribute to good health
- improve the nappy changing area to minimise the risk of infection to children by the close proximity of dirty laundry
- improve areas used for children to sleep and rest, to allow them to do so undisturbed.

## Inspection judgements

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

Children are generally happy and content at the nursery. They enjoy toys, resources and activities that promote their learning across all seven areas. Staff have a sound understanding of the learning and development requirements. Children are well occupied throughout the nursery day, they enjoy exploring their environment inside and out. Staff observe and record children's development. This allows them to monitor and assess children, whilst planning for their next steps in learning. Information regarding the children's achievements is shared regularly with parents through regular meetings. Staff are aware of the requirements to complete two-year progress checks and these are in place and shared with parents.

Children enjoy a balanced range of toys and resources. They make independent choices in their play as they freely access play materials, which are available on low-level shelving and clearly labelled. Children's communication and language skills are suitably supported. Staff talk to the children consistently, asking suitable questions about their play. Children's listening and attention skills are promoted during singing sessions, story times and circle time. Children's early writing skills and creativity are supported through opportunities to make marks inside and out with chalks, clay, sand and media. Children develop their independence, as they can choose resources and art materials. Staff help children to learn how to write their names and learn skills such as fastening their coats and shoes. This helps them prepare for their move to school.

Children enjoy exploring a variety of activities that help them to make a steady progress in all areas of learning. For example, children join in with drama and music sessions to promote their creative development. They enjoy pedalling bikes and playing ball games with older children to support children's physical skills. Children overall, have comfortable places to rest and sleep. However, some children's sleep is disturbed as they are moved to make way for the children who arrive after school. This interrupts their sleep but they soon settle in the cosy areas available. Overall, children are making progress in their personal, social and emotional development and this prepares them for future learning at school.

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

Children have secure bonds with the staff who maintain their individual routines well. The key person system and buddy system works appropriately and most staff demonstrate a sound understanding of children's backgrounds. All staff work well with the children in the nursery and supervise them accordingly. They have a friendly and patient approach to the children, which promotes children's self-esteem and confidence.

Overall nursery children behave well, they learn to share, take turns and use good manners as they play. Staff manage children's behaviour appropriately and any minor

disputes are dealt with promptly. The nursery provides care for children after school, who are collected by staff and then brought to the setting. However, the arrival of the after school children disrupts the routine and play of the pre-school children. For example, some games become more boisterous and this affects the care of the younger children, who look to staff for reassurance. Nevertheless, children soon settle and staff are on hand to deal with incidents. They manage the older children's behaviour soundly overall.

Children's health and well-being is promoted throughout the nursery. Meal and snack times are happy sociable times, where the adults sit and eat healthy nutritious foods with the children. Children clearly enjoy the meals cooked on site and have their dietary needs well catered for.

Overall children are developing a positive awareness of hygiene as they independently wash their hands at the sink after toileting and before meals. However, at times children retrieve spilled food at meals times. In addition, the nappy changing area poses a risk of infection as it is close to the overfilled laundry basket. Staff are effectively deployed to supervise children, this allows the children to move safely from the building to the playground. In addition, children take part in fire drills, to promote their understanding of safety procedures.

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

Staff demonstrate a sound understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. The management team work well together and ensure that staff feel supported through regular discussions on practice. This helps to monitor the educational programme and highlights any training needs. All required policies and procedures including safeguarding, complaints and behaviour management are in place. Parents and staff are provided with copies of policies that support their children's safety, health and well-being.

The inspection was brought forward following a concern about the impact of the older children on the pre-school children, regarding potential bullying and supervision. In addition, concerns were raised about the way complaints are managed. The inspection found that the arrival of the schoolchildren at the end of the day does have an impact on the care of the pre-school children. Older children can be loud and boisterous and some younger children seek reassurance from staff. Children who are sleeping, are moved to accommodate the schoolchildren, which does not meet their individual needs. However, once settled, the schoolchildren play co-operatively with the younger ones, reading stories and making tents together. Staff supervise their play together to enable them to play happily together and make sure all children are safe and happy. Management are aware that the situation is not ideal and are working to extend the nursery to accommodate all age groups of children appropriately. The inspection found that management take all complaints seriously and they respond in the required timescale.

Staff demonstrate a sound awareness of their safeguarding responsibilities. They

demonstrate an accurate understanding of the nursery's policies and procedures. This enables them to respond accordingly in the event of a concern being raised about a child's welfare. Most staff hold a first aid qualification. Appropriate risk assessments support children's safety, enabling them to play in a safe and secure environment.

The nursery understands the need to evaluate the success of their practice. The nursery demonstrates that they are continuously reflecting on their practice and service. They are currently extending the nursery to provide additional rooms and space for the children. This shows a commitment to enhancing the nursery facilities to benefit the children in their care. Generally, staff reflect and evaluate on the activities they provide for children well. This demonstrates that they are motivated and show a satisfactory commitment for future improvement.

The setting has secure links with schools and other agencies involved in children's care. They work in close partnership with them to provide continuity and consistency in the children's care. Partnerships with parents are generally positive. Parents receive feedback about their children's progress through discussions, newsletters, communication books and their children's development records. All parents speak very positively about the setting. They reflect that 'the staff are lovely' and that they are happy with the care and service provided.

### **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
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.
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.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations 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 action. 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>	913226
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 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>	20/02/2013
<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, which are usually the childminder's 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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