

Orchard Day Nursery

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



Inspection date	22 March 2016
Previous inspection date	16 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated management team has a clear vision for further development of the nursery. Managers value the views of the staff, parents and children. All actions raised at the last inspection have been met and outcomes for children have improved.
- The quality of teaching is good overall. Children are eager and motivated to learn. Staff are skilled in planning for children's individual needs and interests, ensuring that every child makes good progress, including those who are learning English as an additional language.
- Staff provide a caring and nurturing environment, particularly for younger children and babies. Children are very settled and content. They form strong attachments with the staff, and with the owners. Children's emotional well-being is positively promoted.
- All staff, including students, are trained in safeguarding and child protection and have a good understanding of how to recognise signs which may give rise to concerns.
- Good partnerships between parents and staff ensure that parents are well informed and involved in their children's developmental progress. Partnerships with other professionals are well established. Appropriate interventions are secured for children when needed.

It is not yet outstanding because:

- Staff do not take every opportunity to extend and challenge children's learning, particularly with regards to children's early number and literacy skills.
- Performance management and supervision with individual staff members are not always highly focused on improving the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- increase further the opportunities for children to develop their early mathematical and literacy skills
- develop the supervision of staff further so that it is more sharply focused on assessing and improving teaching and learning to the highest level.

Inspection activities

- The inspector observed interactions between staff and children, and the impact these have on children's learning, in the playrooms and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector examined a range of documentation, including children's records, staff planning, risk assessments, policies and recruitment procedures.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector checked evidence of staff suitability to work with children, and their qualifications.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

The owner/manager is experienced and committed to the continuous improvement of the nursery, and his own practice. For example, he regularly attends training, exchanges ideas with other professionals, and completes research to keep abreast of any changes that will benefit children's outcomes. Safeguarding is effective. Thorough systems for checking that staff are suitable to care for children are in place. Staff teach children to identify risks and stay safe in the setting. The nursery has established good working relationships with local schools, and with other settings that children attend, to help promote continuity in their learning. Parents are very positive about the caring and friendly staff who care for their children, and the support the owners give to families.

Quality of teaching, learning and assessment is good

Staff ensure that children's interests are at the centre of planning. Children are developing their early language skills well as staff provide an environment with many opportunities for conversation and discussion. Children, including those who are learning English as an additional language, are supported well in developing their communication skills. For example, staff use sign language when singing with babies, and introduce new words and talk about past activities with older children. There is a strong focus on outdoor learning. For example, children learn about nature and the world around them as they enjoy a range of activities, such as making dens, digging and planting, and road safety using pedal cars on a track.

Personal development, behaviour and welfare are good

Children are happy in this nurturing environment. Calm and caring staff effectively reinforce the boundaries to contribute to children's understanding of how to behave. This helps to support children to respect others and to develop good self-esteem. For example, children cooperate well with their friends and happily involve others in their play. Staff help children to understand how to develop healthy lifestyles. For example, they encourage them to make healthy food choices and provide them with daily opportunities for fresh air and exercise. Staff also develop children's understanding of how to keep themselves safe. For example, they carry out regular planned fire practices, and talk to children about managing risks during their play.

Outcomes for children are good

All children make consistently good progress in their learning. Children from a young age are curious and eager to explore the world. They learn to be independent, for example, by taking the lead in their play and pouring their own drinks at lunchtime. They develop good social skills and communicate their needs and preferences well with others. This helps to prepare them for the next steps in their learning and for starting school.

Setting details

Unique reference number	EY225572
Local authority	Reading
Inspection number	1028014
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	54
Number of children on roll	55
Name of provider	Orchard Resources Limited
Date of previous inspection	16 April 2013
Telephone number	0118 947 5797

Orchard Day Nursery registered in 1989. It is based in Caversham on the outskirts of Reading. 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. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery employs 16 staff who work directly with children. Of these, two hold Early Years Professional Status, and seven hold relevant early years qualifications at level 3.

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