

Orchard Day Nursery

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



Inspection date	30 January 2019
Previous inspection date	22 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 caring staff spend plenty of time playing with children in a positive way. They build strong bonds with children, who are happy, settled and secure. This inclusive and nurturing environment supports children's emotional well-being well.
- Children relish being outdoors. Staff make the most of learning opportunities in the garden so that children who prefer to play outdoors can access this all year round.
- Leaders are committed to supporting staff's ongoing professional development. Regular supervision and monitoring of staff's practice help them to identify training needs and provide additional support to improve the quality of teaching.
- Careful monitoring and reviews of children's progress enable staff and leaders to quickly identify any gaps in their learning and implement plans to help children catch up quickly.
- Children make good progress from their starting points. They demonstrate confidence in speaking and listening, and treat each other with kindness and respect. They enjoy looking at books and engage in imaginative play alongside their friends.
- Staff do not consistently consider the abilities of younger children when planning some adult-led activities. This results in some children becoming distracted or disinterested.
- Staff sometimes offer children solutions to problems in their play before they can work things out for themselves and fully extend their critical-thinking skills.

What the setting needs to do to improve further

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

- review the planning of some adult-led activities to ensure they capture and maintain all children's interest
- give children more opportunities to work things out for themselves and solve problems in their play.

Inspection activities

- The inspector viewed a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector held discussions with staff throughout the inspection to establish their understanding of how to safeguard children, and how they monitor their learning and development.
- The inspector spoke to parents and took their views into consideration.
- The inspector observed the interactions between the nursery staff and children, and considered their impact on their learning.
- The inspector completed a joint evaluation of an activity with the deputy manager and discussed how leaders monitor staff's practice and teaching to bring about improvements.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

Leaders and staff work well together as an enthusiastic team. Staff respond well to the leaders' desire to provide children with high-quality provision. Leaders are committed to continuously drive improvement. They are proactive in making positive changes that benefit children. For example, they complete internal audits to establish an accurate analysis of the quality of the provision so that they can develop further. Safeguarding is effective. Leaders ensure that all staff complete child protection training to help them to identify any children who may be at risk of harm. Staff are aware of the procedures to follow in the event of a concern. Robust recruitment and vetting procedures check that staff working with the children are suitable. Partnerships with parents are good. Staff work well with them and keep them well informed of what the children have been doing. They make suggestions on how they can support learning further at home, which helps to maintain continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff know the children well and assess their development closely. They plan effectively for children's next steps in learning and use their interests to help engage them in a wide variety of experiences. Children work cooperatively to build a track with wooden blocks and discuss how they can make it longer and wider. Staff use these opportunities to help develop children's emerging mathematical understanding. For example, they ask children to name the shapes and count how many blocks they need. Children have good opportunities to learn about the wider world. For instance, staff encouraged them to explore and investigate the ice that had formed in the nursery garden and talked about what it felt like. They extended this for older children, such as asking them to identify what happens to the ice when the sun comes out. Children know that the heat from the sun melts the ice.

Personal development, behaviour and welfare are good

Children of all ages enjoy their time outdoors and have plenty of opportunities to be physically active in the well-resourced garden. Staff ensure that their safety is given a good priority. For instance, they teach them to hold a handrail when walking down stairs and to be aware of icy surfaces in the garden. Children show high levels of respect and tolerance for others, and play well alongside their friends. Staff act as positive role models and set clear boundaries and rules for behaviour. Children respond well to these and are aware of the importance of being kind to others, such as the need to share and take turns.

Outcomes for children are good

Children develop the skills they need for the next stage in their learning, including school. For example, they recognise and write their names, and develop an understanding of rhyming words. Toddlers are inquisitive and focus well on adult-led activities, such as when they explore and name objects that are hidden in a box. Babies are confident and develop physical skills, for instance they enjoy using challenging climbing equipment in the garden.

Setting details

Unique reference number	EY225572
Local authority	Reading
Inspection number	10065543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	54
Number of children on roll	57
Name of registered person	Orchard Resources Limited
Registered person unique reference number	RP520457
Date of previous inspection	22 March 2016
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 20 staff who work directly with children. Of these, two hold early years professional status, one holds a qualification at level 6, one at level 5, and 12 at levels 2 and 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

