

# Orchard Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	507884
<b>Inspection date</b>	08 January 2008
<b>Inspector</b>	Melissa Cox
<b>Setting Address</b>	Everington Bungalow, Everington Hill, Yattendon, Thatcham, Berkshire, RG18 0UD
<b>Telephone number</b>	01635 201838
<b>E-mail</b>	
<b>Registered person</b>	Jacqueline Mary Webber
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Orchard Day Nursery has been registered under its current owners since 1997. The nursery operates from a single storey converted bungalow near the village of Yattendon, a rural area of West Berkshire. The group have access to a kitchen, toilet facilities, four play rooms and a fully enclosed outdoor play area. The nursery serves a wide catchment area offering both part time and full time places.

The nursery is registered to provide 24 places for children aged between one and five years of age. There are currently 53 children on the register. This includes 17 funded three and four year olds. Children attend a variety of sessions on a full and part time basis. The nursery opens five days a week from 8.00am to 5.30pm 51 weeks of the year. The nursery is not currently supporting any children with learning difficulties or disabilities.

Six staff work with the children with the majority of staff holding appropriate childcare qualifications. Both the owner and her husband have obtained Early Years Professional status. The nursery receives support from the Early Years Development and Childcare Partnership and the early years teacher.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are very well-protected from infection. They play in clean and tidy surroundings and staff are vigilant in keeping the areas clean throughout the session. They keep toilet areas very clean and well equipped and use disposable gloves and aprons for food preparation and cleaning up any toilet accidents. Children are aware of their own needs and are developing independence in their personal care. They independently use the toilet facilities and are aware of the importance of hand washing after using the toilet and before snack time. All staff have current first aid qualifications, and records of accidents are shared appropriately with parents. There is a clear sickness policy which further ensures the children's good health. Medication is only administered with written instructions and consent from parents, and the record is signed by them to acknowledge every entry.

Children are very well nourished and enjoy a healthy diet with snacks of fruit or vegetables. A wide range of nutritious home cooked meals are provided and the children tuck enthusiastically into these, many asking for seconds. The nursery have been awarded a bronze medal for healthy eating and are currently working towards a silver medal, further promoting the good health of children in their care. Staff sit in family groups with all the children and very successfully encourage good manners and discussion about what children have been doing and learning. Water or milk is offered to drink and water is easily available throughout sessions.

Children enjoy daily physical exercise and good opportunities to experience fresh air. They play in the adjoining play area where they run freely, play with sand or ride wheeled toys. They further develop their skills as they use large equipment to climb or balance on when playing inside and have opportunities to take part in active singing games. Children have very good opportunities to use a wide range of small equipment to develop fine muscle control, for example cutting with scissors, using paintbrushes and threading beads.

The provision for older children to experience physical play is excellent. They have a wonderful opportunity to access the outdoors everyday as the group takes the children out on trips on the mini-bus daily. They relish their time in this outdoor learning environment, which provides varied opportunities for children to develop their overall physical skills and to further develop their confidence in all areas of learning. Children skilfully negotiate a path along steep embankments, balance and climb over fallen tree trunks and have the space to run and explore nature to its full extent. Children have fully embraced this innovative approach to outdoor learning where they are able to participate in the building of camp fires to cook their snack on, or help in the rescuing of a injured doll by using a series of ropes to climb down a steep hill. Staff are extremely skilful in planning and structuring these outdoor sessions, with careful preparation to ensure children's health, but most importantly their enjoyment and learning.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, bright nursery environment. Children develop their independence as they move freely and safely around the rooms because activities are set out attractively and organised effectively. Resources are well organised to create an accessible and stimulating setting where children can make their own choices about their play and also help to tidy them away at the end of the session.

Children are kept safe throughout the nursery. They are well supervised by staff at all times, who take good measures to reduce potential risks around the building, both inside and outside. Written risk assessments are carried out and these are supported by detailed policies and procedures to ensure that the staff are consistent in keeping children safe. Fire drills are practised regularly. Children learn to keep themselves safe by giving each other gentle reminders of the safety rules of the group, for example to be careful when stepping over a step or when climbing over a gate on a walk at the farm.

Children are protected from abuse because all staff have a good understanding of their role in child protection. The named person keeps up to date with training and shares this with all staff. The policy contains the procedures to be followed in the event of an allegation being made against a member of staff and the policy is shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children quickly settle to play, discover and create because staff are pleased to greet them and find out how they are and what they have been doing. Staff come alongside children and play with them, helping them to prepare the water tray, putting in large sea shells, drawing with chalks or getting the construction started. Staff caring for babies cuddle them regularly and get on the floor with them, using natural and household objects as well as colourful toys to stimulate all their senses. In these ways, staff clearly demonstrate their commitment and success in helping children, enjoy themselves and make good progress.

The session routines involve plenty of choice and activity planning is altered to take account of each individual child's needs for the next steps in their learning. Good use is made of the 'Birth to three matters' framework for children up to three-years-old and daily routine sheets are completed for babies up to two-years-old. Key workers talk and listen to children constantly and have high expectations of what they can achieve. For example, staff help babies and toddlers to develop their natural curiosity as they play with water, balls, musical toys, activity centres and shape sorters. In addition, staff spend time reviewing activities with children to help them consolidate their enjoyment and achievements. As a result, children settle well, enter into activities fully, behave well and enthusiastically join in with group activities like story re-enactment and song times.

Nursery education:

The quality of the teaching and learning is good. Staff are committed to providing a caring, welcoming atmosphere and an approach which fosters self-confidence and good social behaviour. Children are making good progress in all the areas of learning. This is because staff are very successful in providing for their personal, social and emotional development. Staff spend as much time as possible directly working with children and build fruitful relationships with them. They foster an emphasis upon care and concern for all others so that children have a strong sense of place and are in touch with their world. Staff know the children well and demonstrate a very high level of commitment to their work. Staff use effective methods to develop children's memory and learning skills such as asking them questions to make them think. Staff are particularly skilled at managing behaviour, with a strong emphasis on encouraging good behaviour and ensuring that children understand why something is wrong.

Staff have a good understanding of the Foundation Stage and how children learn. They regularly adjust and tailor their plans to ensure that individual children make progress according to their

individual starting points. They assess and evaluate planned activities although do not always use these to plan children's next steps. Each child's developmental profile records are up to date and informative, including photo and written examples which illustrate well how children's play is leading to learning in each of the six areas.

Children are confident in their environment, arrive happily and eager to take part in all activities. They enthusiastically explore and investigate their outdoor classroom environment area and show high levels of curiosity as they search for litter, observe fungi growing on trees or notice the changes in field of wheat at the farm. Children concentrate well and persevere with tasks, showing growing levels of confidence and self-esteem. Children chat happily amongst themselves and discuss many aspects of their lives such as how they participated in making a scarecrow to put in the field or they had travelled on a train to visit a place of local interest.

Children use numbers in all topics, for example, counting how many children in their group and how many cups they need at snack time. They are introduced to simple addition and subtraction appropriately through number rhymes and they use language such as more, less, big and little frequently in routines and activities. Children use technology confidently, for example when using the computer to access a range of programs or using digital cameras to take photos for their orienteering activity.

Children receive praise in their work and play helping build their self-esteem and confidence. They show a well-developed self-respect for others in the setting. Children respond well to the routine changes in the session, they follow clear guidelines and are aware of the expectations such as, helping tidy activities away. Children experience varied opportunities to develop their physical skills through well-planned and spontaneous activities both indoors and out. Children have the wonderful opportunity through this innovative approach to outdoor learning, to camp in the woods, make bonfires and prepare and cook their own meal, with the supervision of staff.

Children have stimulating first hand experiences which helps them make sense of the world. Children can recall events that have happened in the recent past and talk freely about their homes and families. They are learning to respect their environment and have covered topics such as recycling, caring for nature and litter picking which are some of the exciting topics that they can participate in during their time at the nursery.

### **Helping children make a positive contribution**

The provision is good.

Children join in very well because the warm environment and friendly, purposeful staff help children to feel at home from the outset. Parents confidently leave their children with staff and children easily separate, enjoying their welcome and hugs from staff. Key staff encourage them to mix regularly with their siblings of all ages at meal times especially when everyone eats together. As a result, children feel loved and cared for and have a strong sense of belonging. Staff communicate clearly and openly with parents, exchanging information each day about children's particular needs, so that sensitivity and due regard is given to children's present circumstances and feelings. Daily information is shared with parents for children under two to ensure that babies' sleeps, meals, toileting needs and well-being are being appropriately met according to parents' wishes.

Children are helped to consider and value diversity because there are good books, dressing up costumes, dolls, play figures, puzzles, posters and games which show positive images of various cultures and disabilities. Children's spiritual, moral, social and cultural development is fostered.

Staff use their time constructively to give children both one to one time, plenty of clear choices, independence and encouragement to join in with group activities although in some cases children's differences and stages of development are not fully acknowledged and accommodated for within the curriculum and activities provided. Children behave very well and are able to share and cooperate well because of this effort. Staff model appropriate play skills, using short and simple language and make it easier for children to conform by making it very clear what they want them to do. They also praise all helpfulness and cooperation so that children want to conform.

The quality of partnership with parents and carers is good. Children receive consistency of care between home and pre-school because key staff communicate well with parents. Parents can view activity plans and information about the Foundation Stage curriculum as well as general parenting advice and displays of their children's photos and craft work. There is an informative prospectus and thereafter, newsletters inform parents about the activities of the nursery. Parents are well informed about how to complain or contact Ofsted, although none have done so. Parents spoken to are very satisfied with the care their children receive and they particularly like the amount of varied learning experiences outside and at the farm. Some parents take the opportunity of talking to staff about their child's achievements and progress daily on arrival or collection, while others wait for more formal opportunities to discuss their children's learning, such as, parents' evenings.

## **Organisation**

The organisation is good.

Recruitment, vetting, induction, training and appraisal systems work well to ensure that children are well protected and cared for by trained, up to date and motivated staff. Staff come from a range of backgrounds and work various shifts, providing children with a good balance of variety and consistency. All staff are vetted and have good opportunities to attend ongoing relevant training. They are all up to date with the records they keep about their key children and their activity planning for delivering the curriculum to meet each child's needs. They are also well acquainted with the National Standards and how the policies and procedures of the nursery work to ensure that the Standards are met.

The leadership and management of the nursery education is good. The manager and deputy work together to provide good support to all staff and liaise daily with the nursery owners. They employ efficient and comprehensive administrative processes to ensure that the health, safety and well-being of all staff and children are maintained. They also act as good role models to all staff and children, often getting involved with supporting activities with children. There is some evaluation of the strengths and weaknesses of the care and education offered. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Following the last care inspection the nursery was asked to implement a system for observing and recording what children under three years do, ensure children aged under two years are cared for in groups of no more than 12 and ensure prior written consent to seek medical advice or treatment is obtained. The group have implemented a new system for planning and

observation for children under three years old and now ensure that children are grouped in groups of less than 12 children. The necessary permission has been obtained for medical advice or treatment and as a result the children benefit from a well organised group which provides extensively for their needs.

### **Complaints since the last inspection**

Since the last inspection, there has been one complaint made to Ofsted that raised concerns in relation to National Standard 1 - Suitable Person and National Standard 2 - Organisation.

An unannounced visit was carried out on 6 February 2007 and the inspector found that the register of children and staff attendance was not being accurately maintained and an action was raised. The provider sent Ofsted written confirmation that satisfactory steps have been taken to meet the requirements of this action. No further action will be taken and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- evaluate the provision to ensure children's differences and stages of development are acknowledged and accommodated for within the curriculum and activities provided

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that evaluations of planning and activities are used effectively to cover all areas of learning
- ensure children's observations are used to plan the next steps for their individual play, learning and development

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