

# Orchard Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY266766
<b>Inspection date</b>	27 February 2008
<b>Inspector</b>	Susan Esther Harvey
<b>Setting Address</b>	Orchard Rise, Tibberton, Gloucester, Gloucestershire, GL19 3AQ
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<b>Registered person</b>	Amanda Susan Horniman
<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Orchard Nursery School opened in 2003 and operates from nursery premises within the site of Tibberton Primary School, Tibberton. A maximum of 20 children may attend the nursery at any one time. The nursery opens on Monday, Wednesday and Thursday from 09.00 to 15.00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 17 children aged from two to under five on roll. Of these, 13 children receive funding for early years education. Children come from the local area. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs five members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children are very healthy due to the excellent practice followed by staff. They teach children the importance of strict hand washing routines and provide all the necessary equipment to wash their hands independently. For example, children wash their hands after visiting the nearby pond to look for wild life, they know that it is important to wash their hands after all messy play activities and using the bathroom. Staff provide extra encouragement through the use of posters and mirrors, to make sure children see that their noses are clean after using tissues. As a result, staff remain alert to reinforce excellent routines in order that children understand the importance of personal hygiene.

Children increase their understanding about a healthy lifestyle by helping to prepare food, such as participating in cooking activities. Children have the option to enjoy a cooked lunch, or healthy lunch box prepared by parents. Lunch and snack times are a social occasion when staff and children sit together to enjoy conversations about the events of the morning; table cloths and flowers decorate the meal table. Children use china plates and cups which they have decorated themselves. As a result, they are learning to develop their social skills and enjoy their time in each other's company. Children independently pour their own drinks, and access fresh drinking water throughout the day, which helps them recognise and respond to their bodies' needs.

Children enjoy a wide range of activities which contributes to their good health. They are highly skilled in climbing and swinging on ropes, confidently crawling through a plastic tunnel, and balancing on beams, as well as jumping from apparatus with ease. As a result, children are provided with a wonderful selection of physical play opportunities. Therefore, staff have an excellent understanding of good activities in order to increase children's large muscle control and balancing skills. They are highly skilled in the use of a knife and fork, and can use scissors and pencils safely and effectively.

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

The provision is outstanding.

Children play in an exceptionally stimulating, vibrant environment, where walls around the nursery are fully decorated with their own work. Photographs support a wide range of activities in which children participate. Children have free access to a vast range of quality toys and resources. These are stored in baskets, and clear plastic containers which are labelled with pictures, and the written word. Labels around the room are in high quality print. As a result, staff are respecting children's work and so giving recognition for their efforts. Children play in the nursery room, they also have the chance to move their learning outside, using an under cover outdoor play area, where they can freely paint or take part in a range of activities. Staff provide children with stimulating out of door resources to increase their understanding of nature. This includes, the Forest school area, which is available for the children to climb over logs, and explore the environment, regardless of the weather.

Staff in the nursery conscientiously preserves children's wellbeing, by continually monitoring safety issues inside the nursery, in the surrounding areas, and on outings. For example, a visit to a nearby pond, is risk assessed prior to the visit. Staff explain the correct protocol for the children to follow while they use fishing nets. Children know how to lie on the ground or kneel

down to catch the wild life floating in the pond, very closely supervised by staff members. Children eagerly tidy away toys after use, to jazz music played on a compact disc. They take part in regular emergency evacuation drills. The event is documented and risk assessed by staff members. As a result, children are learning to keep themselves safe while around water, leaving the premises safely and efficiently, and when tidying away toys after use. A visit to a local book shop includes parents and the safe use of transport.

The nursery and surrounding area is secure, and a well documented visitors' book ensures that children are protected from unexpected visitors.

Members of staff have an excellent understanding of child protection issues and their personal responsibility to safeguard children. Appropriate action is taken in the event of staff having concerns about a child. Parents are informed of staff member's duty to refer to the appropriate authorities.

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

The provision is outstanding.

Children are cared for by highly skilled and caring staff. They have an excellent understanding of children's development and how to inspire children to learn. Children receive attention and genuine affection from staff. There are lots of cuddles for children who become upset. Staff ensure that children's individual needs are fully identified prior to starting in the nursery. As a result, children are welcomed into a secure and caring environment. Children have extremely high levels of confidence and self-esteem as they play. They choose from a range of activities which are initiated by themselves. Children spend long periods of time at their chosen activity. For example, mixing paints to find the right colour for their picture, during this time children collaborate and discuss which colours will be appropriate. Staff promote children's independence in many ways. This includes, the chance to make decisions for themselves regarding what they wish to play with, choosing the correct size of Wellington boots to play in the Forest school part of the garden, and changing clothes in order to take part in an exercise class which takes place in the school hall.

Nursery Education.

The quality of teaching and learning is outstanding.

Children are progressing extremely well, supported by the staff team who have an excellent knowledge and understanding of the Foundation Stage curriculum. Children's learning is extended with exciting challenges introduced during planned and spontaneous play. The Reggio Emilia approach enables children to create their own learning opportunities, while staff are proactive in carrying these through by providing the resources for the children's benefit. Excellent records of children's achievements are used to inform planning, but the staff are led by the children in all aspects of their learning. As a result, children and staff collaborate in joint learning opportunities. For example, children are inspired by dragons following on from Chinese New Year. They freely extend the theme and build a dragon house outside in the Forest school, from large pieces of wood. Staff introduced dragon stories which include a dragon puppet finding the correct egg to hatch. Staff show the children a large ostrich egg, pretending to be a dragon egg, which after being kept in the warm to incubate, will hopefully hatch into a baby dragon. The children excitedly talk of returning to the nursery the following week to see the result, they check throughout the day that the wrapped-up dragon egg is warm enough to hatch. Following on from the dragon egg experience children experiment with chickens eggs,

touching the shell and mixing and feeling the yolks in a large tray. Children are spellbound by stories. They become animated with anticipation as they listen to a wordless dragon story made up from sounds through a puppet dragon, handled extremely well by a staff member. Therefore, children are relishing in their activities and learning through experiential play.

Children practise problem solving everyday throughout their learning journey. They confidently count up to 10 and correct 'mistakes' made by staff. They think how the dragon house can be made, and measure the wood for the roof and walls. Children confidently identify their names and can record their own name on pieces of art work. Staff provide a good selection of pencils and pens for children to access when needed. Children experience a wide range of materials to develop their creativity both inside, and as part of their extended play out of doors. All children experiment with colours mixing their own, either on paper or in a paint pot to find the right colour for their picture. For example, children use various colours to make an 'army colour' to reflect a camouflage picture.

Children have the experience of fishing in a pond for wild life. They confidently use nets to catch small water creatures, which they identify by name from a laminated sheet of drawings, before returning the creatures to the pond. They work well together as a team to collect and identify the wild life. Children also play well together while constructing a train track around the room, building a dragon in the garden from climbing apparatus, and a 'dragon fire' using pieces of orange, red and yellow paper, encased in wooden logs. They take turns on the computer and overhead projector. Children look in wonder at the reflection of a plastic spider and web on the wall from the projector, and look for spiders in the garden. Overall, the children are having a magical time in the nursery, and are helped to learn through the imaginative organisation of staff and their excellent understanding of how children learn through play in line with the Foundation Stage curriculum.

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

The provision is outstanding.

Children participate with enthusiasm in their chosen activities. They have access to an amazing range of interesting and stimulating resources. Staff go out of their way to accommodate children's individual needs. Children plan their own learning journeys which are recorded each day from the use of digital photographs. These are either taken by themselves or staff members. Children then glue the daily record of their time in the nursery in their diaries, which are taken home each day. Children form excellent relationships with each other and staff. Their confidence is evident in the way they initiate play and work together effectively. Children learn to respect one another's views and are introduced to various cultures, beliefs and traditions. They participate in activities that promote awareness of others for example, the Rastafarian culture, and Chinese New Year festival. Children access an exceptionally well stocked range of equipment, which promotes diversity in the wider world. This includes, clean, ethnic dressing up clothes stored in a large wicker trunk, and musical instruments making various sounds. Books are in abundance in a corner set aside for children to read or rest quietly. The area is surrounded by soft, fine material curtains so that children can rest and listen to stories undisturbed. Staff encourage children to listen to music of all sorts from using compact disks, to making music for themselves while singing to nursery rhymes. As a result, children's spiritual, moral, social and cultural development is fostered in many ways.

Children's behaviour is exemplary. Staff praise the children and give clear explanations in a nurturing environment. Children listen to what each has to say taking turns and sharing

resources. Children are well occupied throughout the day and have many opportunities to build positive relationships with staff and each other.

Parents are provided with a wealth of information prior to children starting in the nursery. This includes an introduction to the Reggio Emilia approach to learning in which children take control of their own learning opportunities, fully supported by staff members. Parents are given the chance to spend time in the nursery settling their child into the routine. New children are able to look at a scrap book at home with their parents, which features a photographic time line of the nursery routine with supporting comments from the nursery children as they lead the new child through the events of the day. Parents are provided with a variety of policies and procedures to read at their leisure. This includes a complaint procedure, and the process staff will take in the event of a complaint against the nursery. Parents are offered the chance for a home visit from staff if they wish, who take the opportunity to secure further information about the children in their home environment. Children are able to take home Noodles the Panda, and Barney the Bear so that they can record the time the bear spends in the care of the children and their parents, either with photographs or a written diary of events. As a result, the link between home and the nursery is encouraged in a fun way.

Partnership with parents and carers is outstanding.

Children greatly benefit from parents' involvement in their learning. Parents are provided with an excellent selection of good quality information about the Foundation Stage. For example, photographic displays of children's learning in line with the stepping stones, are around the room. Detailed written and photographic information is recorded in large files stored in baskets, which are readily available in the nursery for parents to read. New parents are introduced to the Foundation Stage curriculum from the prospectus. Parents and staff collaborate in the children's learning, through the use of the daily record of children's achievement, and what they experience at home. There are opportunities for parents to meet formally with the staff and their child's personal support worker. Staff are highly committed to working in partnership with parents and carers. Feed back from parents during the inspection is extremely positive and appreciative of the way staff enable their children's learning and the encouragement of life skills.

## **Organisation**

The organisation is outstanding.

Children's care, welfare and learning are actively promoted through exceptionally well documented written policies and procedures. There are rigorous recruitment, induction and appraisal procedures in place in the event of employing new staff members. A robust system is in place to ensure that people working with children are suitable to do so. The daily register is recorded appropriately and accurately records children's and adults' presence in the nursery. There is an effective system in place which enables children to identify with a staff member of their choice. As a result, children are making their own decisions which affect their care.

The operational plan is extremely detailed, regularly reviewed and used in a very positive way to provide a stable and comfortable environment for children in the nursery. The nursery manages its own self-assessment which is an on going process and recorded in minute detail. Various files hold the information which is easily accessible. The space used by the children is well organised. This includes various areas outside to extend children's learning experiences and regular use of the school hall. There is a very close and effective partnership between the reception teacher in the primary school and staff in the nursery. Therefore, children's transition

into school has been made easier through this cooperation. As a result, the provision meets the needs of the range of children for whom it provides care and education.

Leadership and management is outstanding.

Children flourish in the exceptionally well organised setting. Staff are deployed effectively throughout the day ensuring children receive excellent support, particularly during the visit to the pond and Forest school for a unique experience as part of their learning. There are very good policies and procedures in place in order to support the welfare, care and education of children in the nursery. Children's learning is very well supported by highly qualified and experienced staff. They present a stable, settled, environment, in which children are motivated to learn. Staff are fully committed to furthering their professional development by attending regular training events. There are daily meetings in which staff discuss the children's identified learning objectives for the day. Planning is focused around these objectives which the children have identified. Staff have a clear understanding of the Foundation Stage learning curriculum and apply this in practice to all areas of children's learning. Staff work extremely well together as a team, and their individual expertise brings a rich and varied experience for the children in their care. One of the aims of the nursery is to recognise that 'every child has the right to play', children gain from being enabled by staff who are dedicated in supporting this aim.

### **Improvements since the last inspection**

At the previous care inspection the provider agreed to implement an action plan so that at least half of all childcare staff hold a level two qualification. At least half of staff working with the children now have a relevant childcare qualification. As a result, children's care and education has been improved.

At the previous education inspection the provider agreed to continue building links with the local community. There have been many attempts to build links with the local community since the last inspection. This includes, decorating a walkers trail comprising of sculptures made by the children, as well as art work hanging from the trees with an explanation of why the children use the footpath. As a result, children have greatly benefited from working with staff to be an integral part of the community to which they belong.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints from 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)