



Orchard Day Nursery

Inspection report for early years provision

Unique Reference Number	507884
Inspection date	15 November 2005
Inspector	Caroline Hearn
Setting Address	Everington Bungalow, Everington Hill, Yattendon, Thatcham, Berkshire, RG18 0UD
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Registered person	Jacqueline Mary Webber
Type of inspection	Integrated
Type of care	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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Orchard Day Nursery opened in 1990. The present owners brought the Nursery facility in 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 playrooms and a fully enclosed outdoor play area. The nursery has close links with Rushall Farm and offer the children mainly an outdoor based

curriculum. A maximum of 24 children may attend the nursery at any one time. The nursery opens five days a week from 08.00 to 17.30 for 51 weeks of the year. The nursery is closed during bank holidays and for one week at Christmas. All children share access to a secure outdoor play area.

There are currently 41 children aged from 1 year to under 5 years on roll. Of these 16 children, receive funding for nursery education. The nursery serves a wide catchment area offering both full and part-time places. The setting supports children with special educational needs and those who speak English as an additional language.

The nursery employs 11 staff including the owners. They have 7 members of staff who hold an Early Years qualification. They also have a further 3 members of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted effectively by staff who demonstrate a good knowledge of the clear procedures for promoting health and hygiene. Children have a clear awareness of their own needs and are developing independence in their personal care. They clearly understand why they have to wash their hands after craft activities and before snacks. All staff hold a current first aid certificate and are therefore aware of the appropriate ways to deal with minor accidents.

Children benefit from a well planned balanced diet, they have opportunities to pick their own home-grown produce and then be involved in preparing this for their meals. Children's healthy growth and development is fostered well as staff show a clear understanding of their individual dietary requirements. Fresh drinking water is freely available to all children throughout the day. The older children's personal independence is developing well as they are involved in tasks such as helping set out the tables for mealtimes. Mealtimes at the nursery are a very social time with the whole nursery coming together. This gives siblings a chance to spend quality time together and the older children act as positive role-models with regard to their table manners for their younger peers.

Due to the high level of outdoor learning children are adept in their physical skills. Children move with confidence around the outdoor areas and are clearly aware of their own limitations. They are encouraged to explore the environment and develop their risk assessment skills. Due to this, children are confident undertaking activities such as climbing over gates and take time to think of the implications to their own safety. Children have good fine motor skills and have plenty of opportunities to practise these when undertaking craft activities and writing. They also safely use equipment such as hammers, nails and saws while at the farm during well planned activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

In all areas, the children have a wide and appropriately challenging selection of resources, which promote their development. All areas have some low-level storage, which allows them to develop their independence skills by selecting what they want to play with. In all areas of the nursery, the children's artwork is on display thus ensuring the children know that their efforts are valued.

Children feel confident and secure in their environment through the good deployment of staff who work directly with them. Staff's awareness of children's developing abilities helps to ensure appropriate safety measures are in place to avoid dangerous situations and minimise risks. Children are actively involved in the risk assessment process. They are fully encouraged to develop their understanding of their own abilities when undertaking activities such as climbing trees. This involvement gives children a greater understanding of the world around them and how they can keep themselves safe. Robust policies and procedures are individual to the setting. They promote the children's safety and wellbeing supporting all to develop their full potential.

Children are very well protected by staff who have a clear understanding of child protection policies and procedures and give high priority to the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children actively enjoy attending their sessions at the nursery and see this as a very social time. Children in all areas have good opportunities to undertake outdoor learning. They go for trips to the farm to see the animals and explore the environment. All children have good opportunities to undertake a wide range of developmentally appropriate activities, which provide good levels of challenge. 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. Staff in all areas prepare for activities well thus ensuring children gain the most from these. Children have developed close relationships with their peers and adults present. This has resulted in the staff knowing each child well and understanding their individual needs. However, within the 1 year to 3 years rooms they do not maintain any developmental records for the children. Implementing a system for observing and recording what children aged from 1 year to 3 years do and using these observations to plan the next steps for the children's play learning and development could enhance existing provision for these children. These records would then allow staff to further share the children's development with the parents.

Nursery Education

The quality of teaching and learning is outstanding. The nursery has adopted an outdoor approach to learning and many of the activities undertaken are done so at the local farm or in the fields next to the nursery. Children take part in a superb range of outdoor activities, which fully promote their on-going development. Children respond to new activities and challenge with enthusiasm. They increase their thinking

skills with practical first-hand experiences to explore and investigate. Such as, looking at the effects of frost on the fields and identifying the changes, which occur during different seasons. They show high levels of curiosity as they explore the farm and surrounding woodlands. They show delight in being able to identify the flora and fauna and with the support of staff use reference books to identify what they are not familiar with. They interact with confidence, speak clearly and listen well to each other's and staff's conversations. Children listen attentively to stories and recall parts of the story from memory. Children's imaginary play is varied and interesting as they draw on their experiences pretending to be police officers or farmers. Children have a clear understanding of shape and size and are able to use appropriate comparable language to describe these. They undertake a variety of activities to develop these skills. Such as finding pieces of wood and ordering them in size.

Teaching is inspiring and challenging, staff demonstrate a sound knowledge of the Foundation Stage. They provide a purposeful learning environment for the children to learn and develop as individuals. Staff develop and use varied teaching methods to engage the children's interests and develop their progress. Staff use good consolidation techniques through repetition, questions and revisiting topics and activities to support the children's learning. Assessments of the children are rigorous. Staff demonstrate an excellent knowledge of tracking the children's progress and use the information effectively to guide planning.

The activities and experiences for all children are rich and varied meeting their individual needs very well. All staff are skilled and sensitive to the management of the children and their behaviour.

Staff receive a high level of on-going support and training and this results in staff having the appropriate knowledge and skills to support children's learning effectively to ensure each child is achieving their full potential.

Helping children make a positive contribution

The provision is good.

Children arrive at the setting happy and confident. Younger children benefit from the positive partnership staff have developed with parents. Babies settle well because staff work closely with parents to ensure they follow their individual routine. The play and education is organised well, to ensure the children have equal access to the full range of activities offered. The older children each have their own space to store their pictures and personal possessions, which provides them with a sense of belonging.

Children benefit from staff who adopt a consistent and positive approach to the management of their behaviour. As a result, children's behaviour is exemplary. They become aware of the routines and procedures and know what to expect in response to the routine changes in the session. Children know right from wrong, they are sensitive to the needs of others, readily share toys and resources and co-operate with each other.

Staff are proactive in ensuring the needs of all children are being met. They demonstrate a good knowledge of the individual needs of the children in their care.

The special educational needs co-ordinator (SENCO) demonstrates sound knowledge of the fundamental principles of the code of practice. As a result, staff work together with parents, carers and other professional bodies to organise the environment and plan appropriate activities to ensure the children take part at a level appropriate to their needs. Children develop a positive attitude to others through varied positive images displayed around the setting. They visit the local community and develop a secure knowledge of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is outstanding. Parents and carers are well informed by staff. They share relevant background information, play activities and discuss children's specific needs. A clear and informative notice board with relevant up to date information is accessible to all parents. Children benefit from the two-way sharing of information, with opportunities for parents to speak to staff to enhance their child's development and learning. Parents of older children receive very good opportunities to contribute to the assessments made on their child and to be involved in their learning. As a result, parents and carers have a very good understanding of their child's progress.

Organisation

The organisation is good.

The premises are well organised. Indoor and outdoor space is generally laid out to maximise play opportunities for children. The nursery brings together all the children for lunch and outdoor playtime. There are also times in the day when all the children are together in the main room. Although children benefit from this social time, babies and children under 2 years would benefit from increased opportunities to play in smaller groups to allow them to explore their environment and interact with these smaller groups of children their own age. Effective induction and appraisal systems are in place to maintain good working practices. All staff have good access to an on going training programme to ensure they are able to maintain their existing high standards of care. All the required policies and procedures are present and systems for reviewing these are in place to help maintain children's wellbeing. Clear documentation relating to the children's individual needs is in place although currently they lack signed consent to seek medical advice or treatment for all children. Obtaining this would ensure they had full consent to seek medical treatment in an emergency.

Staff demonstrate a clear understanding of their roles and responsibilities with relevant induction procedures and good opportunities to receive further training. This is used to help develop their skills in organising a provision that meets the children's needs, keeps them healthy and safeguards their welfare. The setting meets the needs of the range of children for whom they provide.

The provision for the quality of leadership and management is outstanding. Children's care is significantly enhanced by the setting's effective and efficient organisation. Staff working with the children are enthusiastic, knowledgeable and consistently promote the children's wellbeing in line with the comprehensive and robust policies

and procedures. They demonstrate a very good knowledge and understanding of the Foundation Stage to help children achieve well. The senior management team monitor and evaluate the provision through regular meetings and training. This results in a happy and focussed team who work effectively meeting the personal development and achievements of all the children.

Improvements since the last inspection

Care,

Following their last care inspection, the nursery was set several recommendations. These were to review the procedures for promoting and supporting staff's professional development. To make more effective use of the accommodation to promote children's learning. Review procedures for completing the accident and medication records. Ensure parent's are kept informed of their child's progress. The nursery has achieved these recommendations by, ensuring all staff have their development reviewed during developmental meetings which are held every three months. During this time their training needs are discussed and any training required is put in place. These regular reviews ensure all staff have the relevant skills to support the children's care and on going development well. The use of the accommodation has been addressed, this recommendation related to the conservatory which was rather hot during the summer months. This has been fitted with blinds and painted with reflective paint. The children are now able to make good use of this area throughout the year. All recommendations relating to paper work have been addressed; the accident and medication forms are now fully completed. Parent's of children in the pre-school (3-5 years) were not being given access to their children's records unless they requested to see these. This has now been addressed and the parent's have regular opportunities to view and discuss these records with staff. Parent's are also encouraged to give written comment on their child's records regarding their views of their child's progress. This has greatly developed the partnership with parents and the level of continuity which the children receive between home and nursery. This is an area which the nursery are looking to develop for their younger children to allow these children to benefit from the same parental involvement in their child's development.

Education,

Following their last educational inspection, the nursery was set several recommendations. These were to extend opportunities to promote children's independence in selecting some of their own materials and resources. Provide resources for children to develop emergent writing with a variety of writing media. Provide further opportunities for children to access information technology, particularly programmable toys including effective use of the computer. Provide further opportunities for children to access free expression and role-play. Extend opportunities for parents to have regular access to their child's progress records. The nursery completed a detailed action plan detailing how they addressed these issues. This has been effectively implemented and the nursery has a good selection of low-level storage which allows children to self-select resources to support their learning. In addition to the low-level storage each child has their own tray. In these

they each have their own pens, pencils and paper and the children make good use of these to practise their emergent writing skills. Within the conservatory room is the computer and children make good use of this. They are clearly aware of how to operate it and are provided with a wide range of appropriately challenging programmes to support their learning. Since their last inspection the nursery has implemented its outdoor approach to learning and within this the children have many opportunities to undertake role-play. Dressing up clothes are taken to the farm and the children make good use of the large areas of woods and fields to undertake their role-play. The last recommendation was also raised in the care inspection and action taken to achieve this is listed under this section above.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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 outstanding.

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):

- implement a system for observing and recording what children aged from birth to 3 years do and use these observations to plan the next steps for the children's play learning and development
- ensure children aged under 2 years are cared for in groups of no more than 12
- ensure prior written consent to seek medical advice or treatment is obtained for all children attending the nursery.

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 *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk