



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 130705

DfES Number: 581722

INSPECTION DETAILS

Inspection Date 19/10/2004
Inspector Name Susan McCourt

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Orchard Day Nursery
Setting Address Queens Park Road
 Brighton
 East Sussex
 BN2 0GL

REGISTERED PROVIDER DETAILS

Name Ms Shauna Caulfied

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Orchard Day Nursery was registered to provide full day care in 1991. It is situated in the Queens Park area of Brighton and is open from 08:00 to 18:00 for 51 weeks of the year. The after school club operates term times only.

The nursery offers full day care to children aged 18 months to five years and the after school club is open to children over the age of five. Currently, there are 122 children on roll, 16 of whom are funded three-year-olds. No children have special needs and two have English as an additional language.

The nursery and after school club use the main part of a converted church. There is a large hall, plus three smaller rooms. Children are largely grouped by age with the toddlers in a downstairs room with adjacent toilets and nappy change area. The large hall is used by children aged two and connects to the kitchen, office and further toilets. The first floor rooms are used by three and four-year-olds and also have their own toilets. At around 15:00, the older children come down to the large hall and the after-school club use the upstairs rooms. There is an outdoor area with canopies to provide shade.

There are fifteen staff working with children, over half of whom are qualified for their role. Seven staff are furthering their qualifications and all staff attend workshops and short training events. The nursery receives support from the Early Years Development and Childcare Partnership. They are currently undertaking the QUILT accreditation process.

How good is the Day Care?

Orchard Day Nursery provides good quality care for children. Staff are committed to further training and development and provide a supportive environment for children. The building has been recently refurbished to a high standard and staff have created good learning environments. The setting is well-equipped and children can easily access extra toys and play materials. Records are well-maintained.

Staff are vigilant about children's safety and hygiene is a priority. Parents provide children's lunches, and healthy snacks and drinks are provided by the nursery. Staff have recently updated their knowledge on equal opportunities and special needs. Two staff are qualified as special educational need co-ordinators (SENCOs) and a third is in training. All staff are attentive to children's needs. Staff are aware of the child protection policy and know that the welfare of the child is paramount.

Children are generally grouped by age, but come together for certain parts of the day. Staff tend to stay with the same age group and good support is given as children move through the nursery. The older children follow the Foundation Stage and the nursery is interested to enhance the provision for under-threes by using the 'Birth to 3 Matters' guidelines. Children are given good opportunities for free play and all children have specialist teachers in French and music. The toys and play equipment reflect a diverse community. Staff have clear expectations of children and give lots of praise and encouragement, ensuring good behaviour.

The after-school club provides a snack and interesting activities for the children. Staff collect children from local schools and aim to provide a comfortable leisure time. Behaviour is well-managed and staff build good relationships with children.

Parents are free to stay and talk to staff at any time and have access to policies and procedures. Staff provide written feedback about children aged under three.

What has improved since the last inspection?

A recommendation was made at the last inspection to make the sleeping areas more relaxing and comfortable. The windows now have blinds installed to create a dim light, and children have the option of small camp-style beds or their own buggies.

What is being done well?

- Staff are very careful to ensure that children are well-settled and secure in the nursery. Parents can stay to settle their child and staff build good relationships with all children. Although the children are generally with their own age group and familiar staff, all children come together with staff for certain parts of the day. This means that as they grow through the nursery, children are confident to take the next step. This continues into the after-school club as most children attended the nursery beforehand.
- Staff provide a positive environment for children and have clear expectations about behaviour. Children are very well-behaved as a result and co-operate well over taking turns and sharing equipment.
- The building has been recently refurbished and re-organised to a high standard. Alterations have increased the amount of space available to children and parents and made the outdoor area larger. Staff have been careful to ensure that the work has had no detrimental effect on the children's experience of coming to nursery and parents have been kept well-informed throughout.

What needs to be improved?

- staff's knowledge and understanding of the 'Birth to 3 Matters' guidance.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Not applicable.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	develop staff's knowledge and understanding of the 'Birth to 3 Matters' framework.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Orchard Day Nursery is acceptable and of good quality. Children are making generally good progress towards the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. Children are making very good progress in personal, social and emotional development and creative development.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage and get to know the children well. They have created a stimulating and accessible environment where children can be independent in choosing from a range of interesting activities. Planning is done around relevant themes and is evaluated in broad terms but no systematic observations are made about individual children's learning or progress, and so no such information is available for the next round of planning. Specialist staff come regularly to teach music and French.

The leadership and management is generally good. The owner and manager work alongside room supervisors and other staff to share skills and offer support. Staff receive appraisals twice a year and find the process very useful. Staff are encouraged to go on to further training and can attend in-house training and other workshops to develop their skills and interests. There is no system to monitor the effectiveness of the planning in covering all aspects of the curriculum.

The partnership with parents is generally good. The hallway and reception area are used to post information about themes and activities. Parents can attend a session at any time and staff are always available to talk to parents. The nursery organises two parents' evenings each year to discuss the children's progress and to share the report that will go to the school. Work going home includes staff comments about the how the child has achieved it.

What is being done well?

- Staff have created an excellent learning environment. The building has been recently refurbished and great attention has been paid to making the space as interesting and child-friendly as possible. Children's work is on every wall and a good range of activities are available at all times. Further toys and equipment are in clearly labelled boxes stored at child height. Children can move between activities at their own pace and staff are alongside at all times.
- Specialist teachers attend on a regular basis. A music teacher does two sessions a week with the children who clearly enjoy the activities. The children also learn French once a week.
- Children are confident and articulate, expressing their opinions and preferences, choosing activities and helping with tidying up. Children

negotiate with each other and build good friendships; sharing, taking turns and developing their play for extended periods.

- The owner and manager have a stable staff team and work alongside staff in all aspects of the nursery. Staff are supported well in their professional development and their shared aims and values ensure a consistent, happy atmosphere for the children.

What needs to be improved?

- the systems to monitor planning
- the observations of children's achievements and progress.

What has improved since the last inspection?

Two issues were raised at the last inspection: devising activities to promote bodily awareness and providing regular opportunities for four-year-olds to use climbing and balancing equipment. Both of these issues have been tackled with a combination of resources. Books and project work focus on issues such as healthy eating, sun safety and tooth care. Staff take natural opportunities to make links with other activities such as looking at a dinosaur skeleton and locating the child's finger-bones.

Extra resources for climbing and balancing have been obtained. Recent refurbishment has also created more space both in and out of doors for using the equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children receive a warm, attentive response from staff, ensuring that children feel settled and secure. Children are confident and curious, persisting with self-chosen activities for lengthy periods. Children are co-operative and learn to share and take turns. They build good friendships with staff and each other. Children are given clear boundaries and have lots of praise and encouragement, ensuring that they are well-behaved. Children learn self-care and help to tidy or get more equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children see written notices on displays and storage and recognise familiar words and their names. Children's vocabulary is expanded during activities which combine small world figures and non-fiction books. Children enjoy the reading area, looking at story and information books and asking staff to read to them. Staff miss some opportunities to show writing for different purposes such as recipes or instructions. Children have a variety of mark-making equipment and learn to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have lots of opportunities to count up to 10 and beyond, counting spontaneously in their play and using number names. They learn simple calculations in songs such as 'speckled frogs' but staff missed opportunities to reinforce such learning in practical activities such as cooking. Children use mathematical language to select and compare small world objects such as dinosaurs. They learn about shape, measurement and capacity and practice making records of their observations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children meet a good range of visitors from the community such as dentists, fire and police officers. Children grow small plants and help care for pets, learning about larger wild animals such as snakes and frogs from a petting zoo visitor. Children use an excellent variety of technological equipment such as a microscope and computer. Children see a diverse community in small world figures, posters and books and puzzles. They learn French from a specialist teacher.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children take part in a good variety of physical play such as action songs, outdoor play on bikes, trips to the park and indoor climbing frames. Children learn about how their bodies work and health issues and plan projects on healthy eating for example. Children learn to use a variety of tools and use them safely. Children develop their small muscles when handling small items like sequins and thread, in art and craft activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can choose from a wide range of easily accessible activities and materials. Children's work is very much their own and is valued by staff. Specialist music teaching provides an excellent grounding in rhythm and range and children very much enjoy these sessions. Children use a variety of instruments as well as making their own. Children use their imagination, developing games and role plays in activities such as dough as well as playing post offices for example.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the systems to monitor planning
- devise a system to record the observations of children's achievements and progress.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.