

Orchard Day Nursery

Inspection report for early years provision

Unique reference number 507884
Inspection date 29/09/2010
Inspector Caroline Hearn

Setting address Everington Bungalow, Everington Hill, Yattendon,
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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Orchard Day Nursery has been registered under its current owners since 1997. The nursery operates from a single storey converted bungalow and separate log cabin, near the village of Yattendon, in 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 on the Early Years Register to provide 24 places for children aged between one and five years of age. There are currently 42 children on the register. Children attend a variety of sessions on a full and part-time basis. The nursery opens five days a week from 8am to 5.30pm for 51 weeks of the year.

The nursery employs nine staff to work with the children with eight of these holding appropriate childcare qualifications and a further one member of staff who is currently working towards this. Both the owner and her husband have obtained Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy the time they spend at this nursery. Staff plan a wide range of experiences and learning opportunities each day while still following up children's interests. As a result, all children are fully engaged in their learning and making good progress. The management and staff team are skilled at self-evaluation and are able to clearly pick out any areas for further development. This ensures they are well placed to meet the ever changing needs of the children and their families.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure risk assessments cover staff issues that could impact on the children such a staff who are not able to lift children to nappy change, for example, staff who are pregnant
- extend the key person approach to allow the key person to work as much as possible with their key children.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the management and staff team clearly understand the need to risk assess all areas and take steps to ensure children's safety such as changing the fencing leading to the car park area to make this more secure. The risk assessments, however, do not have any details of assessments taken out on staff, for example, for those who are pregnant. This results in reduced clarity on issues such as when to and not to lift children. The nursery has a detailed range of policies and procedures which are regularly reviewed to ensure they continue to reflect current practice. They have policies covering all the required areas with a good level of supporting information for areas such as child protection. Staff are fully aware of these and refer to them if unsure of any aspect of their practice.

The nursery management and staff team are effective at carrying out self-evaluation and use this process to refine their existing good practice. All staff are encouraged to attend a wide range of training and are able to use this new knowledge effectively to develop their skill base, thus improving outcomes for children. Awareness of issues of equality and diversity underpin everyday practice, staff get to know each child extremely well and understand how to meet their differing needs and promote fully inclusive practice.

Parents highly praise the level of care given to their children and note how involved they feel in day-to-day life at the nursery. The management team ensures there are many channels of communication between home and nursery including chatting to parents at the start and end of the day and regular emails detailing current topics and themes. To ensure they have a full picture of each child in their care, the nursery has open channels of communication with any other early years settings the children may attend. This supports continuity of care for the children. The nursery is well resourced with toys and equipment, which are stored in clearly labelled boxes which are freely accessible to all children. The nursery encourages children's interest in sustainability by taking them out to local information centres to learn about recycling.

The quality and standards of the early years provision and outcomes for children

Children enjoy the amount of time they spend outside exploring the play areas and local farmland. The nursery embraces outdoor learning and has its own minibus to ensure children have regular opportunities to get out and about within the local community. These trips allow children opportunities to do a variety of different things such as going to a local country house to pick windfall apples for the local farm pigs. Staff are skilled at using these trips to extend all areas of children's learning as they discuss plants and trees looking at textures, shapes and sizes such as big and small. They also encourage children to think critically and ask them questions such as why the leaves are falling from the trees. This supports children well in learning to turn take as they are encouraged to listen to each other's thoughts on the subject. Children also meet local people, they may, for example,

meet the house gardeners who talk to them about their jobs and show them interesting things such as different types of fungi they know about. When not off site, the children enjoy the wide range of learning opportunities both inside and out of the nursery buildings. Traditional indoor resources such as books are taken out so the children can sit in the garden and have a story, this is done all year round with the children putting on coats and wellington boots on cold or wet days. This use of the outdoor encourages children to consider their needs and decide if they might need to put a coat on. Indoors, the children enjoy music sessions and singing songs. They also undertake a wide range of art and craft activities often using the natural materials brought back from their outings. As a result of this wide range of learning opportunities, all children are making good progress in their learning.

Children's learning and development is well captured in their learning records. These are regularly shared with their parents who are encouraged to contribute with pictures and information about children's learning and development while at home. These records are then used to effectively plan for children's next steps of learning. Each child is assigned a key person who spends time with the child and is the main contributor to their learning records. The key person does not, however, always spend all their time working in the same room as their key child, despite this children have still formed very close relationships with the adults present and seek them out for reassurance and comfort.

Children display a good awareness of safety issues and recognise and understand how to keep themselves safe. They know when exiting the minibus they need to stand on the pavement and not wander off. Children's behaviour is generally good and they are considerate to the needs of others, understanding the need to share toys and turn take.

Children learn about healthy living in numerous ways, for example, they benefit from fresh air daily. They eat hot and nutritious home-cooked meals. Children also gain a good insight into where their food comes from during the many trips to the local farm. The nursery has effective procedures to help prevent the spread of infection. The children are becoming aware of good hygiene practice and can be heard reminding each other to wash their hands and use tissues when sneezing.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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