

# Orchard Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY350216
<b>Inspection date</b>	17 July 2008
<b>Inspector</b>	Margaret Patricia Mellor
<b>Setting Address</b>	Orchard Day Nursery, Beaconsfield, The Orchard, Huyton, L36 5UZ
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<b>Registered person</b>	Frances Moorcroft
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 outstanding.

### WHAT SORT OF SETTING IS IT?

Orchard Day Nursery registered in 2007. It is owned by a limited company and based within a former preparatory school in Huyton. Children use seven play rooms for their care and activities. All children share access to the sensory room, gym and imaginative play rooms. There is a secure, fully enclosed garden for outdoor play, with designated areas for children aged under three years. It primarily serves children living in and around the local community.

The setting is registered to provide full day care for a maximum of 109 children aged under five years, and out of school care for 20 children aged from five to under eight years at any one time. The nursery runs on a Monday to Friday from 08.00 to 17.30 all year round. The out of school care runs weekdays from 14.30 to 17.30 during term time, and in the holidays from 08.00 to 17.30. There are 155 children on roll aged from five months to under eight years, and four children aged from eight to 11 years. Of these, 52 children receive funding for nursery education. The setting supports children with learning difficulties or disabilities, and children who have English as a second language.

The setting employs 35 staff to work with the children, all have an appropriate child care or play work qualification. Additional staff are employed for food preparation, cleaning and administration. Staff receive support from Knowsley Sure Start and an early years teacher. They are working toward a local authority quality award.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is safeguarded and promoted. There is parental consent for emergency medical advice or treatment and a whistle blowing policy for serious injuries. All staff have a relevant first aid certificate and the first aid boxes are reviewed regularly, therefore children's minor accidents are dealt with appropriately. Medication is stored out of children's reach and staff act in their best interests when they are ill, supported by detailed medication and sick child policies. Staff ensure that children use sun creams and wear hats on hot days, helping to protect them from the rays of the sun. Individual dietary needs are communicated well, therefore parents' wishes are respected and children remain healthy. There are appropriate procedures for the safe storage of babies formula milk, but it is unclear if bottles prepared at home meet with the relevant regulations.

Children are cared for in a warm and comfortable environment, which meets their needs very well. Good health and hygiene procedures are consistently followed by staff, helping to prevent the spread of infection. Over shoes are worn in the baby room, and protective clothing is worn when nappy changing and for preparing or serving food. Surfaces are wiped down with anti-bacterial spray, and babies individual cot linen is washed weekly. The youngest learners begin to develop their awareness of personal hygiene through daily routine, and older more-able children confidently talk about how hand washing helps to get rid of germs. Staff have accessed oral hygiene training and are successfully putting this into practice. Children are encouraged and supported by staff when brushing their teeth.

Children's physical activities are incorporated into their daily routine. The morning starts with gentle exercises where parents sometimes join in. Babies develop self-assurance pulling themselves into a standing position with a little adult support, and toddlers show curiosity as they roll on the soft play or crawl. Children love to be active and negotiate space very well, skilfully manoeuvring themselves round obstacles on wheeled toys. They confidently balance on stilts or tyres, climb steps using alternative feet and land appropriately when jumping off objects. They respond with gusto as they run in the fresh air, and show good physical control during group games as they throw, catch and pass bean bags. Further opportunities, such as walks in the community and outings to a farm, provide worthwhile occasions for physical development.

Children benefit from healthy, nutritious food, with meals freshly prepared by the cook, which contributes to their health needs. At lunch time, children tuck into chicken casserole, broccoli and potatoes followed by fruit with jelly. On arrival in the after school club, children have a substantial snack. Children have regular drinks of whole milk and learn through discussions with staff that milk helps them have strong bones and teeth. They successfully access drinks from the water dispensers to satisfy their thirst whilst playing, and the youngest learners develop their coordination as they drink from feeder type cups. Displayed posters, reward stickers, fruit tasting sessions and bread making also encourage children's awareness of healthy lifestyle.

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

The provision is good.

Children's well-being is promoted and safeguarded generally well. They sleep in safety because staff are close at hand to record regular checks on them and respond to their waking. There is a designated child protection coordinator who has accessed safeguarding training and is very knowledgeable about child protection issues. They demonstrate a strong understanding of indications of child abuse or neglect, and the local procedure to follow should they wish to report a concern. The safeguarding policy, however, lacks detail should there be an allegation or concern made about the manager or registered person.

Children play safely and move with confidence and pleasure in the nursery. The nursery rooms afford children plenty of space for play, and safety arrangements are good. There are effective procedures for checking the fire equipment and portable appliances, and all the necessary safety equipment is in place. A daily written risk assessment of the premises by staff helps to reduce potential hazards, and as a result, the risk of children accidentally injuring themselves is minimised. Access is vigilantly monitored by staff, and there are named people for the collection of children in an emergency. The outdoor area is secure, affording children a variety of safe challenges on the large play equipment and portable toys. Children are kept safe and well on outings because well written and thought out procedures are consistently followed by staff.

Children begin to learn aspects of personal safety. They regularly practise what to do in the event of a fire with staff, and listen with interest to the story about 'Francis fire fly'. They particularly enjoy visits from the community wardens or police, and have great fun practising crossing roads with props in the garden. Children safely access the resources and activities. They play with a fabulous range of toys, building confidence, stimulating conversation and enjoyment. They respond gleefully as they self-select play materials from the tables, trays or toy boxes that are at child height, and often encourage others to join in with them. Children relax in comfort with their friends because the furniture and comfy floor cushions are suitable for their needs. There are appropriate procedures for checking the toys and equipment, therefore children remain safe.

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

The provision is outstanding.

Children have a fabulous time in nursery and are very involved in their play. They enjoy a great balance between activities they choose and those led by the staff. They relish what is planned both inside and outdoors. Singing, role play or free painting at the easel are particular favourites with the youngest learners. Staff have an excellent knowledge of the 'Birth to three matters' framework and are developing their understanding of the 'Early Years Foundation Stage'. They use observation and assessment well to plan the next learning steps. They are highly skilled in evaluating and recording children's achievement. They ensure that the activities are enjoyable and challenging for the children.

The youngest children become very competent learners and begin to make connections through experiences. They discover visual and sound effects when playing with interactive toys. Mirrors, different textures in the sensory room or treasure baskets, musical sounds and food tasting sessions stimulate the children's senses. Babies develop a sense of self as they smile at their reflection in the mirror and chuckle as they play with their fingers or toes, whilst the younger children are gaining control of their physical needs. Staff sit with babies using eye contact,

facial expressions and voice intonation to promote their communication skills. The younger children enjoy singing rhymes with actions and love to look at picture books. They link words together and begin to ask questions, for instance, 'why' or 'what's that'. They competently build a tower with five or more blocks, and recognise colours and shapes. Staff consolidate children's learning, for instance, repeating unfamiliar words, talking about colours, whilst playing with blocks and counting as they put toys in boxes.

Children's personal, social and emotional development is promoted very well. Staff form close and caring relationships with children, sitting with them to support and motivate their learning. The youngest learners gain confidence as they begin to play sociably alongside one another and with each other whilst staff are close by for reassurance. They happily choose whether to free paint at the easel, explore small world play or sand and water. In the out of schools club, children have a great relationship with staff and are keen to engage them in their play. They are listened to and confidently make their needs known to the adults. They are secure to voice their ideas on how the activities can be improved. Staff take note of these and discuss the possibility of addressing this in the future, boosting children's self-esteem. Particular favourites enjoyed by the children are themes on Egypt and the European cup.

### Nursery Education

The quality of the teaching and learning is outstanding and children are making excellent progress toward the early learning goals. Staff are very knowledgeable about the Foundation Stage and how children learn through play. They plan and provide a great range of activities, which are challenging and enjoyed by the children. They adapt the curriculum areas to nurture children's interest's in pirates or pets, and quickly respond to spontaneous activities, such as, window cleaning with props. They enthusiastically interact with children and use good questioning to motivate the children. They evaluate to monitor the children's learning outcomes and record how this supports plans. They successfully use observation to assess the children's progress and highlight their development through the stepping stones. Photographs with captions of the children playing are also used to highlight their development through play.

Well planned topics and fabulous resources help to promote children's knowledge and understanding of the world. Great emphasis is placed on first hand experiences. Children freely explore natural or made objects with magnifying glasses, and talk excitedly about the mini-beasts they find in the garden. They use simple tools when potting bulbs and learn that the bulbs need sun, soil, light and water to grow. Children show much enjoyment when playing with the telephone, calculator, metal detector and telescope, and develop great mouse control skills as they play programmes on the computer. During a planned activity on water, they learn why puddles evaporate and which materials are waterproof. Children develop an appreciation of the world in which they live through walks in the community, celebrating cultures and the toys they play with.

Children are highly motivated and involved in their activities. Their independence is very much encouraged. Staff give them specific roles of responsibility, such as helping to set the table. They allow children to pour their own drinks, and encourage independent dressing, washing of hands and brushing teeth. During play and activities, children concentrate well and follow simple instructions, such as turn taking and tidying away toys. Lots of opportunities are presented through jigsaws and matching games for children to problem solve. They confidently count how many children are present, and learn mathematical concepts when sequencing size, pairing wellington boots, and as they talk about the big and little. Displayed numerals, a photographic time line and joining in with favourite rhymes also successfully enhance children's

mathematical development. Songs such as 'Seven little monkeys surfing on a bed' are performed with much enthusiasm.

Staff plan great opportunities for children to develop fine motor skills from using a range of resources indoors and outdoors for drawing, cutting, sticking and manipulating small resources such as jigsaws and small world play. Children enjoy listening to stories, and have access to a wealth of books for enjoyment. There is an attractive quiet area, which is very comfortable and inviting for children to pick up and read books. Staff support reading skills and habits particularly well as they sit with children reading and sharing books. There are many opportunities for mark making and the development of writing skills. Children draw lines and circles, and some make recognisable letters, such as their name. During a planned activity children describe the fruit as sticky, tasty and sweet with positive encouragement from staff. Children confidently retell stories and eagerly chat with adults about what they do in nursery, consolidating their communication, language and literacy skills.

Children's imagination and creativity is very positively nurtured and encouraged through activities staff plan. There are excellent opportunities for children to freely express themselves through painting, drawing, sand, collage, gloop, music making and role-play. Children delight in these activities as they free paint at the easel and make dough cakes with lots of glitter. They successfully make a pig sty, stable and ducks on a pond with adult support following a visit to the farm. They are proud of their achievements eagerly showing adults their daffodil paintings and rockets they make out of recyclable materials. They have plenty of fun whilst mimicking life at home, pretending to make cups of tea, ironing the clothes or Hoovering in the well developed home area and imaginative play room. Children show obvious enjoyment when singing and listening to stories.

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

The provision is outstanding.

Children are warmly greeted by staff on arrival and settle quickly to activities. The key person system successfully helps children to develop a strong sense of belonging. They confidently contribute to the life of the nursery with staff valuing their ideas. Children attend from different family backgrounds and key words on cards help staff when caring for children who have English as a second language. They are encouraged to develop very positive attitudes towards others. They play with the different nationality dolls, dress up in African clothes, push dolls in wheelchairs and look at books or do puzzles reflecting positive images. They begin to learn about their own and other's culture through celebrations, such as birthdays, Easter and Chinese New Year. Children have great fun as they come to nursery dressed in green for St Patrick's day.

Children with learning difficulties or disabilities are welcomed into the nursery. Skilled trained staff, and close links with parents and others, help to ensure an inclusive environment where children's individual needs are met. Parents say that they are extremely happy and delighted with the children's care, activities and progress they make. They are given a welcome pack and provide staff with information about their child's development and interests as part of the enrolment procedures. Ongoing sharing of information is excellent, for example, staff take time to write in the under three's day diaries and chat to parents as they arrive. Detailed notice boards and newsletters also successfully keep parents up to date with activities. Parent and family outings help to cement the great relationship between home and nursery and are enjoyed by all.

Children's self-esteem is nurtured in a very caring and supportive environment. They happily self-select activities, which help to make the nursery environment relaxed, bright and attractive to them. They are well-behaved, responding well to the constant praise and encouragement from staff. As a result children understand what they have done well and what they have achieved, boosting their confidence. Children's social skills are very positively encouraged by staff. The youngest learners develop the concept of sharing, whilst school age children have been invited to contribute to the group rules and acceptable behaviours. They willingly share, take turns and help tidy away toys. Children also become aware of helping others, for instance, staff organise sponsored charitable fundraising events with them. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents of the nursery education is outstanding. There is excellent written information for parents about the children's six areas of learning and the activity plans are clearly displayed for them to view. Questionnaires, evaluation forms and a suggestion box very positively encourage parents to contribute their thoughts and ideas. Parents happily support children's activities, for instance, making mini gardens or writing a diary about 'Hugo' the soft toy they take home or on holiday, which stimulates children's conversation at circle time. They are welcome to see their child's development file at any time. There are planned review meetings each term when parents meet with their child's key person, making parental involvement in children's learning and development a high priority in nursery.

## **Organisation**

The organisation is outstanding.

Children benefit from excellent adult support. The manager and staff work very well together, reflected in the children's happiness and confidence. Staffing ratios afford children high levels of individual and group support, helping to meet all their needs. Staff are appropriately qualified and very knowledgeable about child care, learning and development. They skilfully judge when to become involved and when to let children independently explore. They provide a rich, stimulating and welcoming environment for the children with fabulous opportunities for continuous provision both indoors and out. Children enjoy their activities and develop great levels of independence as they eagerly pursue interests that appeal to them, with their friends.

Staff recruitment and vetting procedures for adults who care for the children are robust. The formal 12 week induction programme and training ensures that nursery policies are understood and work well in practice. Since registration, the manager has introduced appraisal sessions, and room, staff and managers meetings, which provide excellent forums for the ongoing sharing of ideas. They have delegated staff specific roles of responsibility, who use their knowledge and skills to help promote the care and welfare of each child. All the regulatory daily documentation is maintained to a high standard, further contributing to the effective management of the provision and safeguarding children's welfare.

The quality of leadership and management of the nursery education is outstanding. The manager and provider are highly motivated and conscientious about improving the outcomes for children. They are monitoring the planning along with the care needs of the children and setting actions to improve. They regularly attend training events, purchase recommended reading from the internet and have visited an early years excellence centre to improve their own expertise. They use appraisals and observation to identify staff training needs. Courses attended include the Early Years Foundation Stage, Maketon and Outdoor provision. Staff also receive support from an early years teacher advisor, further demonstrating the managements ongoing commitment to improving the care, learning and development for all children.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

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

Since registration 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 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):

- take advice on the preparation of infants formula milk
- review the safeguarding policy.

#### **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)