

Orchard Day Nursery

Inspection report for early years provision

Unique reference number EY350216
Inspection date 05/12/2011
Inspector Rebecca McGrath

Setting address Orchard Day Nursery, Beaconsfield, The Orchard, Huyton,
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Orchard Day Nursery registered in 2007. It is owned by a limited company and based within a former preparatory school in Huyton. It operates from seven playrooms and children share access to the sensory room, cookery room and imaginative rooms. There is a fully enclosed garden for outdoor play. It is registered to provide full day care for a maximum of 109 children in the early years age group. The nursery is registered on the Early Year Register and the compulsory part of the Childcare Register.

The nursery is open each weekday from 8.30am to 5.30pm for 51 weeks of the year. The out of school care runs weekdays from 2.30pm to 5.30pm during term time, and in the holidays from 8.30am to 5.30pm. There are currently 136 children aged from birth to five years on roll, some of whom receive funding for nursery education. Children attend on a variety of full and part-time places. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 35 staff who work with the children. All staff hold an appropriate early years qualification up to level 5, with two having qualified teacher status. Additional staff are employed for food preparation, cleaning and administration. Staff receive support from Knowsley Sure Start and an early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this vibrant and welcoming environment. They are provided with rich experiences which enhance all aspects of the curriculum, ensuring children make rapid progress during their time at the nursery. The staff are highly effective in promoting each child's welfare and learning using exceptionally good resources. There is outstanding organisation, with day-to-day involvement and monitoring of the provision by the provider, which ensures the nursery is fully focused on continual improvement. There is an impressive level of commitment across the staff team and the manager places great emphasis on reflection. As a result, the nursery maintains a consistently high standard at all levels.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to enhance partnerships with parents by encouraging them to share information about their child's well-being on a daily basis, in particular with babies.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded in the nursery. This is because the staff are highly trained and have a substantial knowledge and understanding of their roles and responsibilities. Vetting procedures are particularly robust and ensure that children are cared for by suitable people at all times. Thorough and comprehensive daily risk assessments are carried out on all equipment and areas used by the children. This means that children are able to move freely and safely throughout the nursery. The management team provide clear guidance and make very good use of company policies and procedures. Consequently, children are exceptionally well cared for.

There is a strong sense of consistency and teamwork throughout the whole nursery. The long-established staff team work extremely well together. Staff deployment is highly effective in ensuring children's individual needs are met very well. Teaching is rooted in a secure understanding of the Early Years Foundation Stage and staff use this well to support children in their learning. Resources are of a consistently high quality and very well organised so that children can access a wide variety of activities.

There are excellent relationships with parents and carers. Positive comments are received from them regarding the children's care and they describe the nursery staff as 'fantastic'. A wealth of information is exchanged, which includes handbooks, children's learning journeys and information on display. The staff are thoroughly committed to the needs of the families they support and they endeavour to work closely and inclusively with them. The nursery successfully involves parents in children's learning as they actively contribute to the children's learning journeys and information about children's development is shared. This ensures that children make very good and continuous progress. However, information sharing in relation to the daily care and well-being of the youngest children is not yet fully enhanced.

The very positive links the nursery develops with local schools aid the children's transition and promote a complementary approach to the delivery of the Early Years Foundation Stage. They work very closely with outside agencies to offer very effective support to families in the local community and support children with special educational need and/or disabilities. The children celebrate diversity which helps them understand about the wider world in which they live in. The management team is outstanding as they complement each other's skills and knowledge. Excellent self-evaluation arrangements provide the nursery with an accurate diagnosis of its strengths and areas for development. The nursery has effective systems in place to regularly share this with staff to ensure a holistic approach to improvements. This approach supports the nursery's strong commitment to driving ambition and continuous improvement.

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

Relationships are very strong at all levels. The children interact extremely well together and this is further enhanced by the attentiveness from all staff members to ensure children's experiences are outstanding. Information from observations and assessments of each child are promptly documented and used by all staff to ensure learning is relevant and progressive for each child. They benefit from a superb key worker system and consistently high staff ratios, which ensures they have opportunities to make excellent progress in their all-round development. Staff are skilled at knowing when to allow children the independence to complete the task themselves, and when to step in and offer support. As a result, children explore every area of learning, problem solve, cooperate, and thoroughly enjoy themselves.

Children's skills in mathematical language are promoted as they are encouraged to use number in their play. For example, the children count the bricks before building high towers. Younger children have access to a wealth of battery operated toys, which means that their understanding of everyday technology is developing well. Children enjoy a range of opportunities to develop mark-making skills. They know that their marks carry meaning and can select different resources to change the marks they make. Younger children handle books appropriately and are confident in retelling the story in their own words, further developing their communication, language and literacy skills.

The environment is outstanding, with spacious rooms offering a wide range of activities. The sensory room provides an excellent environment for babies and children to explore their senses and enjoy the calming atmosphere created by the music, sounds and lights. Children have wonderful opportunities to adopt healthy lifestyles as staff encourage outdoor play and fresh air. They provide a wide range of opportunities for the children outside. For example, children enjoy a large builder's site for digging and building in the sand, and wooden climbing equipment to develop gross motor skills. Staff actively support their learning in this environment. For example, they work with the children to fill the large water trays as the children use bowls, pipes and tubing to develop an effective water system.

Children have an excellent understanding of how to keep themselves safe because staff are vigilant in consistently reminding and teaching the children of the dangers around them. They practise regular fire evacuations and trips are well thought out and stimulating to enable children to have fun in a safe environment. Through very high standards of hygiene practice, the children show an exceptional understanding about the reasons for hand washing and cleaning teeth. In addition, the nursery provides very nutritious and well-balanced meals and snacks. The children's behaviour is exemplary. This is because through play, consistent boundaries and positive role models they are learning about the importance of sharing, taking turns and respecting others. Through talking about differences, celebrating different festivals and traditions and having an extensive selection of resources that promote positive images of all people in society, the children are learning about diversity and the world in which they live. Through activities, such

as making their own paper and recycling, the children are contributing to promoting a sustainable environment.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met