

Orchard School Nursery

Orchard Close School, 21 Holly Road, RETFORD, Nottinghamshire, DN22 6BE



Inspection date

7 September 2017

Previous inspection date

12 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff ensure that parents are well informed about their child's progress. Daily conversations and more formal meetings provide opportunities for staff to discuss ways in which parents can support their child's learning further at home.
- Staff are well qualified and have good knowledge of child development. They understand the different ways in which children learn and they plan activities that motivate and interest children, and that support them to make good progress.
- The effective key-person system supports children's emotional well-being. Children form secure attachments to staff, which helps them to settle quickly.
- Leaders work effectively with other professionals and other settings that children attend. They share information about children's progress and their individual children's needs. All children, including those who have special educational needs and/or disabilities and children who speak English as an additional language, are supported well.
- Children enjoy being active and learning new things. They are eager to explore independently and join in enthusiastically with small-group activities.
- Parents speak highly of the nursery. They comment that staff are very approachable and are always on hand to answer any questions they may have.

It is not yet outstanding because:

- Managers have not fully explored ways to check the progress of different groups of children effectively, to swiftly identify areas for further focus in their learning.
- The monitoring that managers undertake does not focus precisely on developing the quality of teaching and learning to an outstanding level.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop strategies to analyse the achievement of different groups of children and ensure they make the best progress possible in their learning
- extend the current monitoring procedures and focus more sharply on developing the quality of teaching and learning to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents and took account of parents' views in written form during the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of child protection matters. They fully understand the actions to take, including reporting any concerns about staff behaviour, to help keep children safe. Staff recruitment procedures are thorough to help ensure that staff are suitable to work with children. Managers and staff routinely assess risks and take effective measures to minimise hazards, to help keep children safe from harm. The management team is motivated and strives to offer a high-quality service. Staff are happy, efficient and work well together as a team. They use self-evaluation and action plans well to target and address areas for improvement. Staff share ideas and successfully support each other throughout the day to meet each child's needs. Supervision meetings with the manager help to improve aspects of staff practice.

Quality of teaching, learning and assessment is good

Staff effectively observe and assess children's learning. Staff and managers monitor the progress of individuals to help identify any gaps in learning. Children's communication skills are promoted very well. Staff speak clearly and develop extended conversations with children. They purposefully engage with children at their level. This helps to focus children's attention and supports their concentration. Children show a keen interest in books. They listen attentively to stories that staff read with good expression. Children have great fun using magnifying glasses to search for bugs. They explore under logs and in the growing area, and become very excited when they find woodlice, slugs and worms. Children use their imaginative and sensory skills, such as when enjoying making shapes with the play dough.

Personal development, behaviour and welfare are good

Children behave well, develop positive relationships and show that they feel secure and settled. Staff focus well on helping children to learn about safe and healthy lifestyles, to support their well-being successfully. Children's care needs are met well. Children learn to wash their hands before eating and they benefit from a choice of healthy foods and drinks at mealtimes. They enjoy being sociable and communicative at lunchtime, developing valuable life skills as they sit together with staff. Children are physically active on a daily basis and they use a wide range of equipment outdoors. Older children have weekly swimming lessons that help to develop their physical skills and confidence in their abilities, and that contribute to keeping them safe around water.

Outcomes for children are good

Children are active and curious learners. They make choices about what they would like to play with. Children develop good mathematical skills and count spontaneously as they play. They display good levels of confidence and self-esteem. By the time they go to school, most children can write their name and recognise letters and the sounds they represent. Children are developing the skills needed for their future learning and for their move on to school.

Setting details

Unique reference number	EY355338
Local authority	Nottinghamshire
Inspection number	1088023
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	21
Name of registered person	Sandra Mary Fox
Registered person unique reference number	RP904409
Date of previous inspection	12 May 2014
Telephone number	01777 700486

Orchard School Nursery registered in 2007. The nursery is registered to provide funded early years education for two-, three- and four-year-old children. It is open from 8.30am until 4pm, Monday to Friday, during school term time. There are four members of staff employed to work with children. Of these, all four hold appropriate early years qualifications at level 3.

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