



Inspection Report

Orchard Day Nursery

**46 Clive Place
Penarth
CF64 1AW**



Date Inspection Completed

06/03/2024

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About Orchard Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Justine Dobbs Philip Dobbs
Registered places	36
Language of the service	English
Previous Care Inspectorate Wales inspection	6 November 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children are happy, confident, and settled. They feel safe and develop close relationships with staff. Children have good opportunities to make choices and enjoy their play and learning.

Staff understand and implement good policies and procedures to keep children safe and healthy. They are warm and caring and provide positive interactions that ensure children feel valued. Staff support children well and provide interesting activities for them.

The nursery is safe, secure, and well-maintained. Playrooms are welcoming with plentiful resources that are accessible to children. Furniture and equipment are of good quality, clean, and suitable for the children attending. There is a very good size outdoor area that provides further learning and development opportunities, and staff ensure children use this daily.

Leaders work well with staff to provide a service that is focused on outcomes for children. They are organised and provide a good range of policies to support the smooth and safe running of the nursery. Leaders and staff develop good relationships with parents and keep them informed about their children.

Well-being

Good

Children are happy and confident and have good opportunities to make choices and decisions about how they spend their time. For example, they choose where they want to play and what with. Older children choose which yoga session they want to follow, and babies explore their environment freely. Most children are confident communicators and express their needs and wants in ways which are appropriate for them as individuals.

Nearly all children cope well as they separate from parents and carers, showing they feel safe and settled. They develop close, positive relationships with staff which has a beneficial impact on their well-being. Children know and follow the routines of the day which helps them develop a sense of belonging and self-esteem. Children from the downstairs rooms come together when they eat and when they play in the garden, which helps younger ones develop familiarity with staff who will care for them and rooms they will use when they move through the nursery as they get older.

Children behave very well in line with their ages and stages of development. They benefit from kind, caring staff who support them well to begin to learn to manage their own behaviour. For example, children were excited to choose pom-poms to add to the kindness jar as a reward for helping to tidy up with one or two noticing it was almost full. They choose pom-poms as a reward for being kind, helping, sharing, and listening. When it is full, staff meet with children and they choose a special reward in the form of a new book or toy for everyone to use. This is a lovely way to support children's developing awareness of right and wrong. Children play mostly alongside each other and are learning to share and take turns. A few older children are beginning to play together.

Children are active and engaged and thoroughly enjoy their play and learning. They are curious and move confidently between activities. Many spend extended periods involved in activities of their choice, such as riding bikes in the garden, looking at books or exploring coco powder in a builder's tray. Children also have worthwhile opportunities to join in with adult led activities although those who do not want to engage are enabled to do something else of their choosing. Older children loved their yoga session, concentrating well on achieving the poses, and many younger children were enthusiastic 'sleeping and hopping bunnies' during song time.

Children learn and develop well from the opportunities and experiences provided for them. They successfully develop independence and self-help skills as they learn to wash their own hands, eat independently, and make attempts to put on their own coats.

Care and Development

Good

Staff consistently implement the nursery's policies and procedures and work successfully to keep children safe and healthy. They have a good understanding of their responsibilities to protect children and are confident in who they should report any concerns to within the nursery. Staff record accidents, and ensure parents are informed and sign the records. They follow suitable systems for recording any existing injuries children have when they arrive and record any medication they administer. Staff accurately record the times children arrive at and leave the nursery, although they did not sign them out when they went to school, and it was not always clear from records which staff were looking after which children. Leaders immediately adjusted their register formats to rectify this. Staff follow effective hygiene procedures in relation to nappy changing and preparing and serving food. They are aware of children's allergies and food preferences and have suitable systems in place to manage these. Food is healthy and freshly prepared daily by a dedicated cook. Staff promote a healthy lifestyle through healthy eating and many opportunities for children to be active both inside and outside in the fresh air.

Staff act as good role models by interacting with children and each other in a genuinely warm, caring, and relaxed manner. They create a calm and respectful environment and implement a good behaviour management policy very well. Staff offer lots of praise and encouragement to children and use positive strategies such as explanation and distraction patiently to manage any minor issues. For example, staff spent time to help children understand the need to take turns to look at a book, offering alternative activities to engage in whilst they waited.

Staff meet the needs of children effectively. They are motivated and enthusiastic and support children very well in their learning and development. Staff plan interesting and relevant activities for children, such as around seasons or festivals, as well as giving them lots of time for uninterrupted play. They give children meaningful opportunities to learn about their community through events such as visits by the fire and police services and trips to the local library, beach and park. Staff are alert to children who may have additional learning needs and the setting has an experienced additional learning needs coordinator. Staff observe children and use this to plan some of their provision. They complete comprehensive records to help track children's development. The Curriculum for Wales and Quality Framework for Early Childhood Play, Learning and Care in Wales have not yet been implemented, but leaders and staff are currently reviewing their observation and assessment systems.

Environment

Good

Leaders ensure they care for children in premises that are safe and secure inside and outside. They ensure the front door is locked and they record visitors to the nursery. Comprehensive risk assessments are in place which leaders review annually; some are displayed around the nursery for on-going information. Staff complete appropriate daily safety and cleaning checks. Safety features such as stair gates and radiator covers are in place and all maintenance checks or servicing records for the building and relevant appliances are up to date. Leaders instigate monthly fire evacuation drills to ensure staff and children know what to do in an emergency. They have put in place a detailed fire record system to log evacuation drills along with equipment checks and maintenance. The nursery is clean, warm, comfortable, and well maintained.

Playrooms are light and bright. The layouts provide children with areas to explore, move about freely and access toys and resources independently. A variety of displays celebrate the things children do. Staff produce captions and labels for displays in both English and Welsh. Older children can access toilets independently as they grow and gain confidence in managing their own personal care and there are suitable nappy changing facilities. Many children in the nursery come together sociably to eat meals. There is ample space for children to sleep or rest and a separate room for the youngest babies to sleep undisturbed at whatever time of day fits with their routine. Leaders provide children with a large outdoor play area which gives children further opportunities for learning and development across a range of skills. For example, there are spaces for children to be physically active, to garden and to explore materials such as sand, water, and mud. Part of the outdoor space is covered and has lighting so children can stay outside when days are shorter.

Leaders create a stimulating play environment. They provide children with a broad and plentiful range of resources, furniture and equipment which are suitable for the children using them. They ensure they are clean and well maintained. A few resources are of natural materials and some support diversity and cultural awareness.

Leadership and Management

Good

Leaders work closely with staff to provide a service that is focused on outcomes for children. They ensure staff have a good understanding of their roles and responsibilities and embed relevant policies within the nursery although one or two lacked some detail. For example, the safeguarding policy does not fully describe the process to follow should there be an allegation against a member of staff or refer to the Wales Safeguarding Procedures. Overall, paperwork is organised and regularly reviewed. Leaders are receptive to feedback and made some minor amendments to a small number of documents during the inspection process. Leaders provide a useful Statement of Purpose for parents which accurately reflects the service they offer.

Leaders review the quality of their care annually. They seek the views of parents and staff through comprehensive questionnaires. Leaders and staff engage with children in a variety of ways to gather their feedback about the nursery. For example, they record meetings and discussions they have with children, and some children produce drawings of the things they like such as their favourite foods. Leaders produce a report of their quality-of-care review which offers some evaluation of their service; however, they do not always identify improvements they would like to make as a result of their review.

Leaders implement appropriate recruitment procedures to safeguard children and ensure staff are suitable. Staff are well qualified, and leaders ensure they keep up to date with mandatory checks and training such as safeguarding and food hygiene. Leaders support staff well with induction training, annual appraisals, and regular check in and supervision meetings. Staff we spoke to told us they enjoy working at the nursery and feel supported. Leaders deploy staff well to ensure they meet staffing ratios and as a result always meet children's needs effectively.

Leaders and staff develop excellent relationships with parents. They gather all the information needed to meet children's individual needs before they start at the setting. They keep parents informed about their children's day, and their progress through a variety of means such as parent meetings, verbal feedback at handovers and a private social media platform where photographs can be uploaded daily. We saw many positive comments from parents on feedback questionnaires and those we spoke to were highly complimentary of the nursery and the care their children receive.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 7 - Opportunities for play and learning	Consider the Curriculum for Wales and the Quality Framework for Early Childhood Play, Learning and Care in Wales to help support planning and assessment.
Standard 20 - Child protection	Review and revise the safeguarding policy to reflect the Wales Safeguarding Procedures, including in relation to the procedures to follow in the event of an allegation against an adult.
Standard 18 - Quality assurance	Develop the Quality of Care review to be more evaluative of your impact on children in order to identify, and inform planning for, improvements.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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