

Orangutans Day Nursery

Orangutans Day Care Nursery, 50 Barton Road, Urmston, MANCHESTER, M41 7WA



Inspection date

5 July 2017

Previous inspection date

7 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 all work well as a team and have worked hard since the last inspection to address areas of weakness. They evaluate their service regularly to meet the needs of families and children in their care.
- Staff have a good understanding of the early years foundation stage. They understand children's developmental needs, through regularly observing children and assessing their progress as they play. They plan a wide range of interesting activities for all ages and children make good progress in their learning.
- Children who have special educational needs and/or disabilities are supported by a caring and experienced team. Staff work closely with a range of other professionals to support children's individual needs.
- There is an effective key-person system in place. Children have formed close attachments with staff and they are happy and settled while at nursery. Staff are good role models.
- Partnerships with parents are good. Information about children's care and learning needs are regularly shared, which supports a consistency of care for children.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to consider questions and discuss their own ideas independently.
- Sometimes, staff do not explain changes during the daily routine to help children to fully understand what is expected of them.

What the setting needs to do to improve further

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

- provide children with further learning opportunities that will effectively help them to develop their own thoughts and communicate their own ideas
- provide children with sufficient notice of when activities are changing throughout the day so that children are well prepared and understand what they need to do.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with staff, the management team and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, evidence of the suitability of staff and processes for evaluating the nursery.
- The inspector looked at a range of written parental comments during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. For example, staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare and are vigilant in ensuring strangers do not enter the nursery. The management team is aware of the strengths of the nursery and has identified key areas they would like to improve in the future. There is a strong commitment to staff development through supervision meetings, teaching observations and training events. The manager has a secure knowledge of children's progress throughout the nursery as she completes regular assessments. If gaps in children's learning are identified they are quickly addressed in a range of ways. For example, staff attend further training, environments are developed or new resources are purchased. Teachers are invited into nursery to discuss children's needs with staff. This helps to support children as they move to school.

Quality of teaching, learning and assessment is good

Staff are skilful at planning a varied range of activities which engages children in learning. Activities encourage children's natural interests while supporting them with their individual next steps in learning. Staff support all children to explore the world around them and solve problems. For example, babies enjoy painting with edible paints, toddlers enjoy using tools in the sand tray and pre-school children enjoy playing games which support them in making patterns and identifying colours. Staff regularly observe children and assess their progress to ensure that children receive the support they need as they develop new skills. Parent partnerships are strong. Parents' opinions are highly valued and they are actively invited to be involved in children's learning and assessment. Parents regularly share children's achievements at home with staff.

Personal development, behaviour and welfare are good

The nursery is a warm and friendly environment. Staff are good at welcoming children into the nursery and fully understand the role of the key person. They are caring practitioners who understand how to reassure children and help them to settle. For example, staff ensure a child's favourite toy is waiting for them as they enter the nursery and join in children's play to help reassure them. Children's routines from home are followed as much as possible so that even the youngest children are able to settle quickly. In general, children listen to staff as they give gentle reminders, encourage children to use their manners and take turns with others. Children's behaviour is good. Healthy lifestyles are promoted well. For example, children enjoy weekly football classes and access the outdoors every day. Staff are currently completing a healthy nutrition award scheme which ensures that they provide healthy menus every day.

Outcomes for children are good

All children progress well from their individual starting points. They are actively engaged in learning and enjoy exploring resources, making choices and building their independence. Children are effectively prepared with the key skills they will need for future learning, including the move to school.

Setting details

Unique reference number	EY474346
Local authority	Trafford
Inspection number	1056787
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	43
Number of children on roll	48
Name of registered person	Orangutans Child Care Limited
Registered person unique reference number	RP908960
Date of previous inspection	7 July 2016
Telephone number	0161 748 1876

Orangutans Day Nursery registered in 2014. The nursery employs 11 members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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