



# The Rocking Horse Childcare Centre Ltd

Inspection report for early years provision

<b>Unique Reference Number</b>	EY320387
<b>Inspection date</b>	16 January 2007
<b>Inspector</b>	Judith Rayner
<b>Setting Address</b>	Butlers Hill School, Broomhill Road, Hucknall, Nottingham, Nottinghamshire, NG15 6AJ
<b>Telephone number</b>	0115 9488914
<b>E-mail</b>	
<b>Registered person</b>	Rocking Horse Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 good.

### WHAT SORT OF SETTING IS IT?

The Rocking Horse Childcare Centre Limited opened in 2006. It operates from a purpose built single storey unit within the grounds of Butlers Hill School, in Hucknall, near Nottingham, Nottinghamshire. It operates under the 'Children's Centre' umbrella, which is run by a steering group. Good support systems in place which are overseen by a centre manager ensure the smooth running of a variety of services available. These services include a family centre, 'drop in sessions' baby clinic, parents support groups, sensory room and training courses.

Opening hours are from 08:00 till 18:00, Monday to Friday, 52 weeks of the year excluding bank holidays. There are 60 children on role, of these, there are five funded three and four year old children. The nursery also offers a 'before and after school club' which also runs during the school holidays. Children attend various sessions throughout the week. The nursery is

registered to provide 49 places for children under eight years. There are systems in place to meet the needs of children who speak English as a second language and/or have special needs.

There are eight child care staff including the manager who are employed at the setting. Of these, seven hold appropriate early years qualifications. The setting receives support from the local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The good health of children is promoted well. This is because staff follow clearly written policies and procedures. However, some steps to prevent the spread of infection are less effective with regards to hygiene procedures in the toilet areas and the methods used for sleeping young children. Well-planned daily routines develop children's and babies understanding of the importance of good personal hygiene. For example, they wash their hands after using the toilet, before and after eating and, after handling the pets. There are good systems in place for the care of sick and injured children. For example, children are closely monitored and encouraged to feel secure, medicine is given with written consent or emergency treatment is obtained, records are undertaken and parents are kept up to date with their child's condition.

Children are offered adequate portions of well balanced, healthy and nutritious meals. Staff ensure children's individual dietary needs are met. For example, babies meals are prepared so that they do not contain lumps and the food can be easily swallowed. Good opportunities are available for children to experience food from around the world through food tasting activities, daily meals and snacks, and topic work. Children are developing their independence skills from an early age. Babies access their bottles and feeder cups whilst being monitored or assisted by staff. Older children pour their own drinks in to cups during snack time and access drinks throughout the day.

Children and babies enjoy outdoor play. They are eager and excited to play outside. This is because staff carefully plan outdoor play so that it is interesting and inviting for children. For example, children play with scooters, dig in compost and weave ribbon in and out of the railings. Babies play in the sand with support from staff and happily manoeuvre push along toys around objects and other young children. Staff ensure children are appropriately dressed so they can experience a range of weather conditions. They are benefiting from time outside enjoying the fresh air and exercise.

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

The provision is good.

Children and parents are warmly welcomed in to a clean, bright, colourful and inviting environment. Staff promote this well because they display a good range of children's art work and a wealth of information about the setting. Thus encouraging children and parents to be valued as part of the setting. Staff use the space well to accommodate children's needs and present activities attractively. Therefore, the environment is promoting children's development.

Staff offer children a very good range of toys and resources that enhance their all round development. These are attractively presented and easily accessible. Therefore, children are being offered a stimulating environment where they learn whilst having fun. Good systems in place for the maintenance of toys, resources and equipment are in place and staff are effective in following policies and procedures. For example, staff undertake risk assessments of new toys to make sure they are safe and appropriate for children and babies to use.

Positive steps are taken to ensure children's safety is effectively maintained. For example, risk assessments are undertaken for outings, and inside and outside play. Staff have a good understanding and follow health and safety policies and procedures. Therefore, children and babies are being protected from dangerous situations and hazards. Appropriate safety measures are in place such as, key pads are used for accessing the internal areas of the building and staff monitor who has access to and from the main entrance to the setting. Children are generally well supervised. Staff deploy themselves well according to where the children are and with what activity. However, sometimes young children are not as well supervised and slip when using the small slide. Children are becoming familiar with fire procedures and learn about fire safety as they take part in fire drills and learn about the role of the fire fighter within topic work.

Children are being effectively safeguarded. This is because staff are knowledgeable and have a good understanding of their roles and responsibilities in the protection of children. Good systems in place ensure staff are clear about following procedures should they have any concerns that a child may be at risk of harm.

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

The provision is good.

Children are happy, enthusiastic, motivated and interested in their play. This is because staff effectively plan and prepare activities that are exciting, challenging and promote children to be curious. They spend their time purposefully. Children enjoy their time at the setting. They settle well and engage in the activities quickly. The development of children's emotional, physical, social and intellectual capabilities is promoted effectively. They are confident and independent. Relationships with staff and their peers is good. For example, children enjoy the company of staff when playing imaginatively in the 'police station', locking a staff member in the cell and telling them they are not allowed to come out. More children involved themselves in the game and played cooperatively, laughing with each other. Children are having fun. Staff have a good understanding of how children learn through play and are skilful in implementing activities to enhance children's all round development.

Young children and babies are developing well. They are thriving from the positive interaction from staff. They are curious, interested and motivated at a very young age. For example, babies confidently crawl over to explore the child care inspectors lap top. Staff carefully plan a good range of activities that support the next steps of each child's development. This is because staff are knowledgeable of the 'Birth to three matters' framework and are effective in putting it in to practice. Consequently, babies and young children's care, learning and play needs are met well. They are given a good range of experiences and particularly enjoy singing and story time. For example, they clap and smile when the nursery rhyme has finished. Staff are warm,

kind and sensitive. They offer reassurance to babies and young children through cuddles, smiles and use soft tones in their voices.

#### **Nursery Education.**

The quality of teaching and learning is good. Children are making good steady progress in the early learning goals. This is because the staff have a good understanding and are knowledgeable of the Foundation Stage curriculum. However, some staff miss opportunities to broaden the use of activities through thought provoking questions and use of new language. Therefore, sometimes children's learning is not fully extended. Staff have a good understanding in how to use assessments and observations of children to support them in identifying at what development stage each child is at. Effective play plans and individual links to each child's learning is in place to ensure children move smoothly through the stepping stones and progress well.

Children are confident, independent and curious. They have formed good relationships with their peers. For example, one child collected a handful of carrot sticks for his friend and held on to them till his friend was ready to eat them. Children's self esteem is good. They behave well and understand the boundaries and expectations that the setting promotes. Good conversations are held between adults and children. Children are developing good communication skills. For example, they talk about events from the weekend during meal times and when setting the table for lunch. Children have favourite stories such as 'We're going on a bear hunt' and enjoy singing nursery rhymes at circle time. Children are learning to problem solve through daily tasks and activities. For example, children count how many chairs are needed for the number of children having lunch and match these with the plates and cups required. There are good opportunities for children to learn about calculation for example, they complete a graph of the number and colours of cars. Children are learning about the world they live in and the people in it. A good range of planned topic work and resources encourage children to understand different cultures and religions. They are learning to care for the animals at the setting because they help clean the fish tank out and feed the rabbit. Children access a varied range of creative activities. They particularly enjoy the jelly activity enhancing their sensory skills, such as, smell and touch. Children freely express themselves through imaginative play. For example, they use the pretend 'walkie talkies' to communicate as police officers to each other whilst chasing other children to put them in the cells in the police station. Children are developing good small and large motor control. For example, they confidently use paint brushes, pencils and hole punches and are skilful in steering scooters, and climbing more challenging apparatus at the park. Children particularly enjoy 'yoga'. They are learning to control their body movements in a fun session at the setting.

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

The provision is good.

Staff know the children well. This is because there is an effective key worker system in place where staff find out and exchange information about the child. Therefore, the ongoing needs of children are met well. All children are treated with equal concern. They are encouraged to participate in all activities and staff are skilful in adapting these to ensure all abilities and ages can experience the same opportunities. For example, all children including babies experience

playing in the sand outside because staff support young children and babies to reach the sand tray by putting it on the floor. Older children can independently access their tray. There is a good range of resources that reflect positive images of people and places from around the world. Children are learning about different religions and cultures through accessing these resources, celebrating different festivals and participating in the well-planned activities such as, food tasting for Chinese New Year.

There are effective systems in place to support children with disabilities and learning difficulties. Good links with agencies, parents and staff ensure that the individual needs of the child are met effectively.

Children are well behaved. This is because children understand what the boundaries and expectations are that the staff promote. Staff give clear and consistent messages, thus encouraging children to feel safe and secure. Staff are knowledgeable of the different methods used according to the age and the ability of the child and, the circumstances. For example, young children are given short explanations and distraction. Older children are encouraged to understand and work out their conflicts themselves and staff give lengthier explanations. The provision fosters children's spiritual, moral, social and cultural development.

A variety of methods are used for the exchanging of information with parents. This is done effectively through verbal and written communication. For example, information is shared using a daily diary supported by discussion with the parents at the beginning and end of the day. A wealth of information is available for parents to view at their leisure. For example, policies and procedures, play plans, and routines of the day are displayed around the setting. The partnership with parents and carers is good. Parents are actively encouraged to be involved with their children's learning at home. Staff provide information on current topics covering ideas for activities to try at home.

## **Organisation**

The organisation is good.

Children are well protected because the setting has very effective vetting procedures in place. Rigorous and thorough systems ensure that staff are sufficiently experienced, qualified and suitable to work with children. The well-being of all children is held in positive regard by the staff. This is because staff are proactive and committed to providing a happy, stimulating and fun environment for children. They actively attend training courses to increase and enhance their own skills.

The organisation of the setting effectively promotes the welfare of the children. They benefit from good routines, effective planning of the play and consistent daily tasks. Staff deploy themselves well throughout the setting supporting the individual needs of the children and overseeing and maintaining activities. Good communication links between staff ensure that the setting runs smoothly, thus creating a sound and efficient environment for children. Training opportunities are provided and staff are encouraged to keep up to date with new ideas and legal frameworks.

The leadership and management is good. Children are given a high standard of learning opportunities. This is because the management team are good role models and are committed to their roles and responsibilities in delivery a high standard of service. Staff strengths and weaknesses are identified and opportunities are provided for them to enhance and further develop their knowledge and skills. This benefits children as they are being sufficiently challenged, engaged and stimulated within a sound environment for them to learn and progress.

All records policies and procedures which are required for the safe and efficient management of the provision and to promote the welfare, care and learning of children are effectively maintained. All staff have a good understanding of the importance of maintaining records and how this support meeting the needs of the children. Records and documentation are very well organised, accurate, kept up to date and held securely. Overall, the provision meets the needs of the range of 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 good.

### **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):

- improve further the methods used to supervise young children when trying more challenging apparatus such as, the slide
- further improve hygiene procedures.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop staff skills to broaden the range of learning opportunities for children within activities through thought provoking questions and use of new language.

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)