

Rocking Horse Day Nursery

Inspection report for early years provision

Unique reference number	219974
Inspection date	28/01/2009
Inspector	Claire Jenner

Setting address	21 Mill Lane, Greens Norton, Towcester, Northamptonshire, NN12 8BB
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

The Rocking Horse Day Nursery opened in 1997. It operates from purpose built single storey premises in the village of Greens Norton and serves the local area. The nursery is registered on the Early Years Register to care for a maximum of 54 children from birth to the end of the early years age range. There are currently 64 children on roll. The nursery opens five days a week from 08:00 to 18:00 and children attend a variety of sessions. The nursery works with several local agencies to support children's inclusion.

Babies and toddlers are based in group rooms with associated toilet and changing facilities in the main building, the entrance to which is accessed by four small steps. Office, kitchen and staff facilities are also provided in this area. Pre-school children are based in the porta-cabin with its own toilet facilities, the entrance to which is accessed by a number of small steps. There is an enclosed outdoor play area for outside play. The nursery is able to support children with special educational needs, and those children who speak English as an additional language.

A total of 17 staff work with the children. The majority of staff have an early years qualification to the equivalent of National Vocational Qualification Level 3. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the provision is good. Children feel secure and settled at the nursery as staff know them well and recognise and value their individuality. Partnerships with parents are positive and staff take time to fully involve them in their child's care and learning. The nursery systems, policies and procedures are generally robust and support the care of the children attending. Strategies for the self-evaluation of the setting have been implemented and managers have a clear view of priorities for future improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems of observations and assessments and to use these to identify learning priorities and plan relevant and motivating learning experiences for each child and ensure that they encompass all areas of learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessments clearly identify all aspects of the environment, that they are reviewed regularly and a record is maintained of when and by whom they

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were checked (suitable premises, environment and equipment).

The leadership and management of the early years provision

Robust procedures for the recruitment and checking of new staff ensures that children are cared for by suitable, qualified adults. The induction process for new staff is thorough and ensures they have sufficient knowledge to fulfil their role. On-going support through regular appraisals provides continuing opportunities for staff to develop their skills and understanding. The nursery have implemented a range of methods to self-evaluate the provision. For example, through consultation with parents and staff at organised forums. This helps to identify areas for improvement and to inform strategies and set future plans for development.

Children are well protected as staff understand the procedures for safeguarding children and how to implement them to protect children's welfare. Good adult:child ratios are maintained and staff effectively deployed to ensure children receive consistently high standards of care and attention and are closely supervised at all times. Effective use of a broad range of comprehensive readily accessible policies and procedures further underpin children's welfare. However, written risk assessments, which are a requirement of the Early Years Foundation Stage, lack clarity and some of the essential detail.

Parents receive useful information about arrangements for their children's care and learning through a range of media. Including a comprehensive welcome pack, regular newsletters and informative well captioned notice boards. New parents and children have opportunity to visit the setting and enjoy several settling in sessions together. Time is taken between staff and parents to discuss children's individual needs and requirements and appropriate records maintained. Ongoing daily communication ensures information continues to be shared and updated. Developmental records are readily available and parents evenings and organised 'play days' provide additional opportunities for parents and staff to discuss children's time at the nursery and their progress. The nursery is familiar with the value of close liaison with other agencies and settings to support children's individual needs and to provide them with a coordinated service.

The quality and standards of the early years provision

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They generally make good use of their observations of children's abilities and interests to provide a range of stimulating play experiences to support children's play and learning. Information gained from observations and discussion with team members informs future planning. However, these arrangements are not yet fully effective and as a result good access to challenging play and learning opportunities is not consistent for all children across all six areas of learning.

Children enjoy a balance of adult-led and child-initiated activities. They have excellent access to a broad range of toys, resources and equipment throughout the nursery. The introduction of a daily free flow session means that all children are able to make independent choices of what they wish to engage in as they navigate their way through the group rooms. For example, very young children are able to crawl to the area they wish to explore whether it be the sensory room and treasure boxes or messy area with sand and paints. Older children confidently show adults the picture they have painted and the puzzles they have completed. Staff support children in their choices and engage themselves in the children's play. Outdoor play is used well to extend children's learning across all areas of development, for example, as they climb, run and jump through the garden or follow the processes of growth as they plant, harvest and eat different vegetables.

Children of all ages enjoy opportunities to develop their independence. For example, as young children find their own beaker and help themselves to a drink and older children take turns to serve their peers and themselves their lunch time meal. Children behave well as staff are positive role models and work consistently together to ensure children understand what is expected of them. All children's achievements are acknowledged and staff praise and encourage their positive behaviour. Consequently, they develop confidence and good self-esteem. Children are caring and develop good relationships with friends of all ages, as they have frequent opportunities to socialise with children both in their own group rooms and others throughout the nursery.

Children learn about good hygiene and health because they follow appropriate routines and are encouraged to learn about healthy eating. For example, washing their hands before eating and after visiting the toilet and enjoying a balance of freshly prepared meals and snacks. Staff have a good understanding of individual children's health and dietary needs, such as food allergies and ensure these are met. They are consistently sensitive to children's care needs, for example, when settling babies to sleep or reassuring a young child wondering when his mum will return. Children develop a good awareness of keeping themselves safe. For example, they understand why they walk indoors and know how to use equipment appropriately. They develop an awareness of wider safety issues, such as what to do in the event of a fire through regular emergency evacuation practices or road safety issues when out on walks in the local community. Policies are generally clear and comprehensive and underpin children's safety.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.