

Hobby Horse Day Nursery

Inspection report for early years provision

Unique reference number	318113
Inspection date	08/06/2009
Inspector	Geneen Yvonne Hulse-Brown
Setting address	Meadow Croft, Mosham Road, Blaxton, Doncaster, DN9 3AZ
Telephone number	01302 772605
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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 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

Hobby Horse Day Nursery opened in June 2000 and operates from purpose built premises on the outskirts of Blaxton village, near Doncaster. It is a privately owned nursery, which serves the local and surrounding communities. It also offers placements to families outside the local area. Children have access to two ground floor playrooms, plus an additional first floor area for quiet activities, with access to kitchen and toilet facilities. Access to the premises is via two small steps to the front of the building. There are two enclosed outdoor play areas and children have access to extensive grounds including open fields.

A maximum of 24 children may attend the nursery at any one time. There are currently 37 children aged from three months to under five years on roll and children attend for a variety of sessions. The nursery opens from 08.00 to 18.00, Monday to Friday, 51 weeks a year. The group provides funded early education for three and four-year-olds. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with learning difficulties and disabilities.

A team of seven staff are employed to work with the children on a full and part time basis. All hold appropriate early years qualifications. The setting receives support from the local authority consultant teachers team. They have established links with other providers of early years care and education.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are very confident, motivated and interested as they enjoy themselves in stimulating surroundings. The dedicated staff team plan a broad range of fun activities tailored to children's individual needs and interests. Well-established systems are in place to facilitate effective partnerships between parents, carers and other providers of care and early education. Well-planned and resourced outdoor areas provide children with many opportunities to develop their awareness of the environment and the natural world, as they explore with increasing confidence. The staff team are firmly committed to continually improving the service offered, demonstrating a clear understanding of their strengths and areas for development.

What steps need to be taken to improve provision further?

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

- consider how routines and resources are organised to provide additional opportunities for children to extend their independence and explore their natural creativity
- continue to develop ways to reflect on practice to improve the outcomes for children.

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

- improve the record or risk assessment so that it includes any action taken following a review or incident (Safeguarding and welfare).

27/06/2009

The leadership and management of the early years provision

Staff are organised, work cohesively together and are effectively supported by the established management structure to meet the needs of all children. There have been few changes within the team, ensuring continuity for children and the development of strong and trusting relationships for all users. Staff demonstrate a good understanding of the Early Years Foundation Stage (EYFS) framework enabling them to complete accurate observations, and plan stimulating activities for individual children. Solid recruitment and selection processes, supported by regular appraisals and daily discussions provide staff with many opportunities to evaluate the service offered and reflect on practice issues. Staff access ongoing training and development opportunities both in house and externally, sharing what they learn together to build on their understanding. The nursery has started to develop systems for self-evaluation to monitor practice and plan for the future. Regular discussions on a daily basis and at staff meetings effectively contribute to identifying the setting's strengths and areas for development. They recognise the importance of continuing to develop reflective practice to improve outcomes for children.

Well-established relationships with parents and carers ensure consistent and effective sharing of children's progress and achievements. Parents share information about their children and receive regular updates on what they do at nursery. Effective use of notice boards and displays show what children do on a daily basis. Parents are extremely happy with the setting and value opportunities to discuss their children's learning with staff. They approach staff with confidence and value all opportunities to share information about their children. Parents find staff welcoming and that they show a good knowledge of all children in their care. They express their delight and enthusiasm about the wealth of experiences offered to the children and the approachability of staff. Successful systems have been established to ensure children's transition to school is well organised. Very good links with other providers, such local schools, ensure continuity of learning and care, as they discuss children's progress and send development reports regarding individual children.

Well-experienced staff have a robust understanding of their roles and responsibilities in safeguarding children. Consistent implementation of a comprehensive range of policy and procedures successfully promotes children's welfare. Initial risk assessments have been made and daily premises checks are completed. However, there is no written system in place for recording actions taken to address issues that may arise, which is a requirement. Staff are clearly aware of risks and take appropriate action to maintain children's safety at all time.

Effective deployment of staff throughout the nursery ensures that children are well supervised and are starting to manage their own safety. Policies and procedures reflect the EYFS and are available to parents in the nursery.

The quality and standards of the early years provision

Children enthusiastically enjoy a broad range of stimulating experiences, as they play together and have fun. They make good progress towards the early learning goals for all areas of learning, as they are well motivated and actively plan their own time. Children are very confident and self-assured making independent choices within planned routines. They move freely around the setting and enjoy daily access to well resourced outdoor areas. Children laugh and giggle together as they climb, pedal bicycles and explore sand outdoors. They excitedly talk to the nursery owner's pets including dogs, chickens, goat and point out the pony in the next field.

Children enjoy numerous opportunities to explore in the fresh air as they learn how to keep healthy. However, on occasion routines can limit children's independent choice between playing indoors and outdoors. Imaginatively planned outdoor areas successfully extend indoor activities. These include role-play, sand and water alongside large apparatus. Staff's good understanding of the EYFS enables them to plan a broad selection of well-planned activities that effectively promote children's learning and development. Observation, planning and assessment systems clearly chart children's progress and identify their next steps.

Children enthusiastically explore early problem solving skills, as they use number to count bricks as they build and recognise shapes make patterns in paint. They concentrate well as they complete simple and more complex jigsaws and younger children competently move beads along frames. Mark making materials are freely available for children to start to write names on their pictures and for use in the role-play area to make lists. Children listen intently to stories, extending their vocabulary, as they chatter together and recall familiar storylines. They decide roles together as they act out the 'Three little pigs' story outdoors, giggling as staff play the part of the wolf. Children hold conversations with adults and children alike as they tell visitors they have pink nail varnish on and point out they have found 'a wiggly worm' outside. They recognise names on flash cards as they find their place at the table for lunch. Children of all ages excitedly explore a variety of mark making materials including paint, pencils, crayons and make patterns in shaving foam.

Children's physical development and understanding of their environment is successfully promoted, as they investigate indoors and outdoors with increasing curiosity. Babies and non-mobile children enjoy exploring the deck area and well-resourced garden. They are well supervised as they crawl and toddle onto the deck developing early independence. Babies can watch older children climb and chase around from the safety of their prams as they play with toy telephones and enjoy good interaction as the children come to play and talk to them. Children enjoy walks and races in the nearby field as they extend their awareness of their surroundings and local environment. High levels of praise and encouragement from

staff ensure children develop good self-esteem. They enjoy warm and loving relationships with staff, as they are respected and valued; this in turn helps them to manage their own behaviour, take turns and share.

Children are very confident as they approach visitors, including them in their play, excitedly giving invites to 'play with us' and showing what they have made with pride. They ask if they 'can paint your nails' using paintbrushes and water. Babies and younger children enjoy warm and caring relationships with familiar staff that use cuddles and facial expressions to develop early communication skills. Children enjoy many opportunities to explore their natural creativity and actively plan role-play to extend their imagination. They explore creative materials as part of planned and spontaneous activities, although the organisation and availability of craft materials and creative resources can limit children's independent access. Children of all ages enthusiastically explore textures as they feel sand running through their fingers, squeeze and mould play dough into shapes. Good photographic evidence is on display and in children's records, clearly showing their progress and achievements.

Children's health and well-being are promoted successfully as staff talk to children about healthy eating at snack and meal times. They take turns to be servers at the 'café', handing out snack to their friends and helping them make choices as they pour drinks with increasing care. Children enjoy growing cress for sandwiches and recall planting strawberries and courgettes in the nursery garden. Sensitive reminders help children to learn safe practice and take acceptable risks as they play.

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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
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

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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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