

# Rocking Horse Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	400070
<b>Inspection date</b>	29/09/2009
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

Rocking Horse Day Nursery is privately owned and opened in 1996. The premises are situated in the village of Carleton, near Skipton in North Yorkshire. The nursery has just been renovated and upgraded and provides care for a maximum of 46 children from three months up to five years on the Early Years Register. There are currently 47 children on roll of whom 13 are in receipt of funding for nursery education.

The nursery is open on Monday to Friday from 7.30am to 6.00pm for 51 weeks of the year and closes for Christmas and on Bank Holidays.

Children have access to individual units according to their ages and needs. There is a baby unit for children from three months up to 18 months, a toddler area for children from 18 months up to two and half years and a pre school area for children from two and half up to five years. Each area has suitable bathroom and changing facilities; and there is access to outdoor grounds and enclosed play areas. There are staff facilities, a kitchen, a laundry and an office.

The nursery employs 12 staff of whom seven have appropriate qualifications in childcare and education. Four staff are currently working towards qualifications. There are two managers, a deputy manager and various team leaders. The owner is available on site.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for in a warm and welcoming, safe and stimulating environment; where staff recognise children's needs and involve them in all aspects of the facilities and activities. Staff support children's ongoing progress and development through the provision of a variety of interesting play experiences and activities. There are secure partnerships established with parents and carers and links with other providers and professionals to meet children's welfare and development needs. The system for the evaluation of the quality of the provision is effective and challenging plans for the future strive to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop staff's knowledge of the Early Years Foundation Stage and ensure that the system for planning, observation and assessment addresses the individual needs of all children and their next steps in learning as they progress towards the early learning goals
- promote equality of opportunity by providing positive images and activities to

challenge children's thinking and help them develop respect for differences in culture, disability, ethnicity, gender and religion

- enhance the provision for children under three to support their creative, exploratory and imaginative skills and development.

## **The effectiveness of leadership and management of the early years provision**

Children are protected and safeguarded by the effective procedures in place that ensure those working with children are safe to do so and understand their role and responsibility. The nursery's safeguarding policies and procedures are effectively implemented and staff know their role and duty in keeping children safe from harm. Staff and parents are provided with a set of policies and procedures for the safe and efficient management of the provision. Staff are suitably vetted and cleared to work with children and are experienced and qualified in aspects of learning and welfare of young children. Children's safety indoors and outside is effectively met through comprehensive risk assessments, health and safety practices and the provision of safe and suitable, furniture, equipment and toys. There is active involvement of all staff and management in team meetings to discuss and share their ideas. The nursery continues to develop and improve the facility and since the last inspection all previous recommendations have been addressed. The premises have been renovated and a new manager has been appointed. Staff are deployed effectively and there is a bank of staff if required to cover for absences. Children are grouped in three key areas and staff work as a key person to individual children. All toys, equipment and furniture are in good, safe condition and meet the needs of the varying ages and stages of children attending. The capacity for driving improvement through self-evaluation is good and done in liaison with staff; and clearly identifies key priorities and action plans.

There are effective partnerships with parents and two way communication has a positive impact on children's development and learning. Parents are welcomed and given a friendly greeting by staff. Parents receive a welcome pack at the start of their child's placement detailing all organisational policies and procedures. Parents can access their child's development profile and staff are available to talk with parents according to their wishes. There are notices and information boards for parents to access.

Children feel a sense of belonging as they play in the interesting and stimulating environment. They learn about positive relationships and the importance of friendships and the feelings of others. They independently help themselves to a wide selection of resources within the creatively organised playrooms. The building and learning environment is accessible, inclusive and welcoming to all families. However, the provision to promote and display positive images and activities in respect of differences in culture, disability, ethnicity, gender and religion is not clearly evident. Therefore children's knowledge and understanding of their community and the wider world is limited. Staff ensure they gather important information from parents in order to provide appropriate care and support to children.

## **The quality and standards of the early years provision and outcomes for children**

Staff have adequate knowledge of the learning and development requirements. They support children's learning through well planned activities and experiences with access to a range of resources for children to play with and become active learners. The planning of the learning environment is linked to the six areas of learning with continuous provision; and the children play freely and spontaneously. Staff respond to the information provided by parents and are beginning to plan for some individual learning needs. Each child is assigned a key person to be responsible for development. Children under two years have a daily diary with all care needs recorded. Staff are planning activities in the medium and short term and plan a daily focused activity linked to a theme, season or special event. The planning for individual children is not clearly evident. Staff take photographs of children and observe them throughout the week. However, the observations are not being clearly linked to the stepping stones or to plan for future learning. Therefore the system for planning, observation and assessment does not target individual children and their next steps in learning; as they progress towards the early learning goals.

Children play naming games as they name parts of their bodies and objects, they use blocks and bricks to build structures and towers and they find out what toys can do and how they work through handling them. They use number language and shape language when drawing, counting toys and sorting objects into groups. Children use their senses to focus on and reach for any toys and equipment and they show interest in toys that incorporate technology by pressing buttons and with toys that make musical sounds, animal noises, have flaps and mechanisms. They learn about routines and time as they sleep, play outside have food and nappy changing and ask lots of questions about why and when things happen. Children use language to share what they have made or created and talk about textures as they describe the fir cones, the beech nuts and sand. Older enjoy role play based on their own home experiences and they differentiate marks and lines on paper. Children respond to what they see, hear, smell and touch. The provision for children under three to support their creative, exploratory and imaginative skills are limited. Children have strong attachments to key people, they snuggle in and respond to routines and rhythms as their emotional needs are well met. They delight in new experiences as they discover the beech nuts and fir cones and use them in the sand tray. Children show independence as they self select the toys they are interested in; and learn social skills and enjoy being with friends and adults in their area. Children do things for themselves when dressing and undressing and putting on wellingtons. They respond to books, stories and pictures with pleasure and enjoyment. They communicate their needs in a variety of ways as they squeal, smile and gurgle. Children use personal words as they develop their language and respond to simple instructions. They use one handed tools to write and mark make. Babies make strong purposeful movements as they change the positions they are in when rolling over walking and shuffling towards toys and equipment. They move towards familiar objects and people and they empty and fill baskets and containers with different objects and toys. Children negotiate their space safely and move their bodies to develop their physical skills. They access

fresh air daily and use tools and materials that develop their hand and eye coordination with pens, pencils and jigsaws. Children have their physical health needs met through fresh air, exercise, nutritious meals, drinks and regular relaxation.

Staff are fully committed to good quality care which actively promotes the children's knowledge and understanding of safety, healthy lifestyles and develops their skills for the future which enables them to make a positive contribution. Children feel safe in the setting and understand about the issues relating to safety. They are aware of the safety rules as they hold hands when walking down to the play area. They are reminded to sit nicely at the table and not to climb up on tables or furniture for their own safety. They tidy away their toys and games and know to line up at the door before going outside. When they are in the open space they check the area for cars and check it is safe to cross to their playground. Children feel safe and secure because they are confident in the setting as they approach staff who are fully involved in their play and activities. Children learn about being healthy as staff talk to children about hand washing and the importance of fresh air and exercise to keep them fit. They learn about healthy foods and the importance of quiet time to relax and recharge. Children's behaviour is managed effectively and in a manner appropriate for their stages of development and particular needs. They are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. There is lots of evidence of children thinking about feelings and sensitivity to others as they share, play cooperatively and help and support each other. Staff are very positive, keen and interested in helping children to learn and distinguish between right and wrong using positive strategies.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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