

Rocking Horse Nursery and Creche

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

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).

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 Nursery is owned and funded by Newbury Racecourse. The children are cared for in six separate areas. In a separate building on the same site they also run an after school club for children from the local schools. During weekends when there is a race meeting on, the nursery provides a crèche for those attending the racing. The nursery is within the race course complex which is close to Newbury town centre. It is used by families who live outside the immediate area as well as those who live locally and in the nearby villages.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide 98 places and there are currently 133 children attending who are in the early years age range. Children attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery opens five days a week and is open between 8am and 6pm for 52 weeks of the year with the exception of bank holidays and the period between Christmas and New Year.

Twenty five full-time/part-time staff work with the children. Of these 22 staff have early years qualifications to Level 3 and the setting employs an early years teacher. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and settled in the child-orientated, friendly and welcoming environment set up for them by staff. The children enjoy their time at the nursery and enthusiastically engage in the range of activities on offer. They receive positive support from staff who meet their individual needs well, although this is not consistent within all rooms in the nursery. Support for children with special educational needs and/or disabilities and for whom English is an additional language is developing. Risk assessment procedures are adequate. A key strength is the commitment of the manager and staff to continuously improving the setting. They have developing procedures in place to support self-evaluation and inform the prioritisation of improvements.

What steps need to be taken to improve provision further?

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

- ensure effective systems are in place to support children with special educational needs and/or disabilities and for whom English is an additional

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language and extend staff's knowledge of how to ensure children's cultural identities are recognised and valued (Safeguarding and promoting children's welfare)

- ensure that the accident records and risk assessment procedures reappraise both the environments and activities to which children are being exposed to and staff make necessary adjustments to secure their safety at all times. (Safeguarding and promoting children's welfare)
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To further improve the early years provision the registered person should:

- develop the systems of self-evaluation further, to identify the setting's strengths and priorities for improvement, with particular regard to inconsistent practice in some rooms of the nursery, linked to organisation of resources, including staff and the implementation of suitable behaviour strategies
- develop more consistent use of assessments of children's current abilities and the next steps in the learning to inform planning to consistently provide the highest levels of challenge and progression for individual children.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because the setting has appropriate safeguarding procedures. Stringent checks are carried out to make sure that all staff are suitable to work with children. Staff attend additional training in order to update their knowledge of child protection issues, ensuring that they are aware of their responsibilities and can work together to protect children. Risk assessments and daily checks mean that hazards are minimised or removed, however, additional documents, for example, accident books and incident logs are not always linked effectively to these to promote safety further. On occasions, these documents lack the necessary detail to make an effective evaluation of the entries. In addition, some rooms within the nursery do not routinely risk assess everyday activities or routines which could prevent some incidents from occurring. Children are developing a clear understanding of how to keep themselves safe because staff offer ongoing explanations and organise appropriate activities. For example, visits from the fire service and ambulance service reinforce children's understanding of keeping safe.

The manager and senior staff team demonstrate a genuine enthusiasm for their work and a clear commitment to reviewing and improving the setting's practice and, therefore, the outcomes for children. Although there is a clear vision for the future, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes. As a result, changes made has resulted in practise which varies greatly between the nursery rooms. All recommendations raised at the last inspection have been addressed, resulting in

an improved service to children and their families.

Staff have a developing understanding of issues relating to equality of opportunity, and are working towards a service which is inclusive for all children. They make sure that they understand each child's background and beliefs, using this information when planning activities, although within some rooms in the nursery this is not well supported. Space and resources are used adequately to support children's learning in some rooms with well planned and effective systems in others.

Staff maintain effective relationships with parents and ensure that they are able to exchange information about their children. Parents are adequately informed of their child's progress and activities through discussions with staff, displays around the setting and access to children's assessment records. The setting also has appropriate procedures for working with other professionals. For example, there are good procedures for liaising with local schools, enabling staff to support children in preparing for this transition.

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

Children make effective progress in their learning because staff have a sound knowledge of the Early Years Foundation Stage. They implement appropriate procedures for assessing children, using this information to inform daily activity planning and thereby promote children's individual development. However, this is not fully promoted because assessment procedures do not consistently include a full picture of children's next steps. In addition, current planning sometimes does not make full use of these assessments in order to consistently provide the highest levels of challenge and progression for each child. On occasions, planning of structured activities does not always reflect individual needs.

Caring staff and thoughtful procedures support children in settling and feeling welcome. The environment is attractive and generally accessible, enabling children to make independent choices. For example, a small group of children choose dolls and accessories to extend their role play. Staff are sensitive in establishing consistent and positive expectations for children's behaviour. They actively encourage them to take growing responsibility for their surroundings and activities. Children feel pride in their own achievements, for example, proudly showing staff their finished models and paintings. They feel safe and secure and show a sense of trust, for example, a child who was upset was comforted on the lap of a member of staff.

Children's personal and social skills are developing well. From their early days at the nursery they are confident in their relationships with others, for example, as they spontaneously cooperate with each other in simple role play, or as they listen attentively to each other during circle time. They show sound levels of independence and attention in their play and activities as they freely choose and use a wide range of interesting resources indoors and out. Children's creativity is evident in their imaginative games in the home corner as they set the table for a

tea party and invite assorted teddies to their play. They are developing social skills as they learn to take turns and share their toys and activities.

Staff act as good role models and children respond positively to this, demonstrating a developing sense of responsibility for their behaviour. Staff are sensitive in establishing consistent and positive expectations for children's behaviour, although this does not routinely occur within some rooms. A small cohort of children struggle with boundaries and staff fail to support them appropriately or encourage them to share and work together. Staff actively encourage older children to take growing responsibility for their surroundings and activities. Children feel pride in their own achievements, for example, proudly showing staff their finished models and paintings. Babies feel safe and secure and show a sense of trust as they are comforted on the lap of their key person when they are tired or upset.

The setting's developing procedures for working with other professionals mean that staff are beginning to adapt activities and offer support to children who use English as an additional language and those who have special educational needs and/or disabilities. However, advice and strategies recommended by these professionals have not been implemented in some rooms and, as a result, some children have not made suitable progress.

Children show a good understanding of healthy living as staff explain why they need to wash their hands thoroughly before eating. They enjoy varied and nutritious meals and snacks, helping to contribute to a balanced diet. Older children learn about a healthy lifestyle as they regularly explore their environment on 'Walking Wednesday' and take part in a PE session on Thursdays. The appropriate use of outdoor areas means that children are offered a further range of opportunities which supports their physical play. They dig in the soil, plant sunflowers and use the hard surface area for riding bicycles. Children of all ages have appropriate opportunities to develop their understanding of the uses of information and communication technology. For example, older children use a computer, cash registers and calculators, whilst younger ones access interactive activity centres.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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