

Rocking Horse Kindergarten

Inspection report for early years provision

Unique reference number	EY392107
Inspection date	17/03/2010
Inspector	Shirley Delaney
Setting address	Bromford Road, Birmingham, B36 8EY
Telephone number	01217836899
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 Kindergarten is one of a small chain of registered provisions which is privately owned. It was registered in 2009 and operates from a purpose built building within the grounds of Hodge Hill Girls School. The setting serves the local area. It has strong links with the local school. The children have access to an enclosed area for outdoor play. The nursery opens Monday to Friday all year round, except for public bank holidays and one week over the Christmas holiday period. Sessions are from 7.30am until 6.00pm. Children are able to attend for a variety of sessions.

The setting is registered to care for 98 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 91 children attending who are within the Early Years Foundation Stage. The setting receives funding for free early education for children aged three and four years. The setting supports children for whom English is an additional language.

There are 12 members of staff who work with the children. Of these, all have appropriate early years qualifications. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's learning and development are generally promoted as staff observe and build on children's interests and offer them support in their play and learning opportunities. Partnership with parents and carers are effective and widely promote consistency in the care children receive. The setting have established links with other settings to support children's transition and work in partnership with other agencies and professionals to support children's inclusion. There are policies, procedures and records are in place which in some respects supports children's wellbeing. However, reporting procedures to safeguard children are not always strictly followed. In addition risk assessments whilst completed, are not completely effective in identifying and minimising hazards for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that an effective safeguarding children's policy and procedure is followed in the event of an allegation 06/04/2010

- being made against a member of staff (Safeguarding and promoting children's welfare)
- ensure that Ofsted is informed of any allegations of harm which is alleged to have taken place on the premises and of action taken in respect of these allegations (Safeguarding and promoting children's welfare) (This also applies to both the compulsory and voluntary parts of the Childcare Register) 06/04/2010
- ensure risk assessments are effective in identifying and minimising all risks for children. (Suitable premises environment and equipment) (This also applies to both the compulsory and voluntary parts of the Childcare Register). 06/04/2010

The effectiveness of leadership and management of the early years provision

Most records, policies and procedures are in place and the management team demonstrate that they have a reliable system for the vetting of staff suitability before children are left in their sole charge. However, whilst improvements have been made to ensure that staff are more secure in their knowledge of child protection procedures. The provider has not been thorough in the completion of her duties and responsibility with regard to reporting a child protection allegation. This has a significant impact on children's welfare. In addition the provider has committed an offence by failing to notify Ofsted of a significant event with regard to a child protection issue. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Furthermore whilst risk assessments are completed they are not entirely effective in identifying all hazards and as a consequence some risks remain for children within the setting.

The management team have taken action to meet areas for improvement outlined at the last inspection. They demonstrate a strong commitment to the continuous improvement of the setting and have processes in place for the evaluation, which includes staff, parents and other interested parties. One of the many systems in place to support reflective practice is that of the manager undertaking regular observations of staff practice. The manager evaluates her findings and alongside the staff formulates action plans for each room. This clearly identifies priorities for improvement and staff involvement in this process ensures that they are aware of their responsibility for addressing actions and demonstrating where improvements have been made and how this has had positive impact on outcomes for children. Staff are deployed effectively to support children and they organise a learning environment that is made inviting and interesting for the children which fosters their curiosity and inspires their imagination. The staff access regular training to develop their knowledge. This places importance on their personal development, keeps them up-to-date with current guidance and information. The children benefit from the subsequent changes and development in practice implemented following training. For example, as a result of staff attendance on a 'tuning to babies' course, changes have been made to the learning environment of the baby room which has

seen an increased focus on the musical experiences of young children within the creative area.

The children are developing an awareness of the needs of others and diversity as they learn to share, cooperate and become involved in activities and experiences designed to broaden their awareness of their own and other cultures and religions. There are systems in place which support working in partnership with others to meet the needs of children with learning difficulties and disabilities and promoting inclusion for all children within the setting. Parents are valued as partners within the setting and their involvement is promoted in many ways. Parents stress that they find the staff and nursery environment very welcoming and they are pleased with the care their children receive. Information sharing to promote child's inclusion is afforded priority and parents have an ongoing opportunity to provide key staff with information about their children's changing needs and their goals for their children's learning and development. Methods used to keep parents informed on a daily basis include their access to both written and verbal communication, through discussion, access to children's records and information displayed for their attention about activities planned for their children. Parents are kept up-to-date by regular newsletters, and they are able to contribute the settings evaluation process through methods of communication such as the comments box, parent's notice board and completing questionnaires. For example, parents provided objective and constructive feedback to the setting following a recent questionnaire and in turn the setting acknowledged parents comments and provided them with details via a display on the parent's board of how their views had been taken on board as part of the settings development plans. Parents comment that they value the opportunities to attend play and stay sessions where they can spend time with their children in the setting and that this supports them extending their children's learning within the home environment. The group have established systems for the sharing information with other provision to aid children's transition to other establishment within which they receive the Early Years Foundation Stage, which promotes joint-working to meet children's needs.

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

Children are making satisfactory progress towards the early learning goals. They have many opportunities to explore and gain access to a range of activities, materials and equipment promoting their curiosity and independence. Staff demonstrate developing knowledge and understanding of the Early Years Foundation Stage and largely support the children purposefully during activities. The staff plan a wide range of activities for children that are widely influenced by children's interests. Activities are planned that include all areas of learning, alongside which staff offer children opportunities to follow their own interests and make choices. This ensures that children experience a balance of self-initiated and planned play experiences. Staff receive support and advice from the management team and early years advisors teachers to develop their knowledge and make changes to processes in place to support children's learning and development. In particular there is a current focus on improving the systems for making observational assessment and how staff use this information to identify next steps

for children and inform future plans for their individual learning. The staff are gradually influencing changes to the systems adopted in order to ensure that they are consistently applied across the nursery and fully support each child reaching their full potential.

Children are generally well-behaved. They are aware of the boundaries as they are regularly reminded of expectations for their behaviour. Children respond positively to practices staff have developed to support good behaviour. For example they proudly show off stickers worn attached to their clothing they have been given as a reward for good and helpful behaviour. Children are interested and eager to be involved in a wide range of learning experiences promoting a foundation for their future learning. Older children develop skills in the use of computer equipment and daily activities are used to reinforce children's numeracy skills. The children are mostly confident communicators. They listen well at circle times and story times and make confident verbal response. For example during a story telling session organised by an outside practitioner children's listening and communication skills are encouraged as they eagerly participate in this interactive occasion. Writing and mark making skills are actively encouraged, across all age groups as they use a range of tools and resources. For example, children use ball point pens and pencils whilst they engaged in drawing and letter writing activities and outdoors make skilful use of chinks and paint brushes to make marks on the ground and walls of the play area. Older children show a keen interest in books, they frequently access the book area and enjoy acting out familiar stories they know well.

Children are very imaginative in their play and their creativity is inspired in a number of ways. They enjoy joining in group singing sessions, playing musical instruments and art and craft activities. They are keen to dress up and make good use of resources in the role play area, which they use to act out real and imaged experiences. For example, older children express their imagination and creativity as they demonstrate their skills in make believe and representative play. They act out in great detail, having a shower, at which time the inverted section of a small room partition, becomes the shower cubicle and the clothes hooks are use to the children to represent the shower head and the soap and shower gel dispensers. Toddlers act out parenting roles whilst they play with pushchairs and dolls and say they are taking them on a trip to the shops. They have a particular fondness for playing with food and cooking in the home corner. The staff use this theme and children's interest to extend children's thinking and expand on their learning. For example, staff organise activities that enable these young children to experience the use of tools for cutting up and preparing real food in the home corner to 'cook' a curry. The staff's preparation and planning for this event and their interaction ensured that the experience incorporated many learning opportunities for the children across all areas of learning.

All children have regular access to outdoor play facilities. Children's use of the outdoor play area takes place regularly twice a day and is organised to ensure that children who attend on a sessional basis also gain regular access to fresh air and outdoor exercise. This provides all children with opportunities to develop large physical skills and introduces them to habits that promote the development of a healthy lifestyle. Children's awareness of their own safety is fostered during activities and events. For example, following a suggestion made by a parent, some

children took part in an organised event to promote their awareness of road safety, using local resources. All children take part in regular fire drills and receive regular guidance and reinforcement from staff to consider hazards in the environment. Visitors to the setting and outings arranged, promote children's awareness of the wider world around them. For example, children had the opportunity to take part in trips to the Sea Life Centre and Nature Centre. In addition they had occasion to engage with a range of insects and reptiles, including spiders and snakes during an organised visit to the setting from 'Zoo Lab'.

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?	4
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?	4
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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	4
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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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Matters affecting the welfare of children) 06/04/2010
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 06/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Matters affecting the welfare of children) 06/04/2010
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 06/04/2010