

The Rocking Horse Club

Inspection report for early years provision

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Inspector Anthony Anderson

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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

The Rocking Horse Club was registered in 2000. It operates from Walton Lane Nursery School, a purpose-built children's centre in Nelson, Lancashire. The setting is open Monday to Friday from 7.30am to 6pm all year round apart from public holidays. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 122 children under eight years may attend the setting at any one time. There are currently 230 children on roll and of these 191 are within the early years age range. The setting provides funded early education for three and four-year-olds. The setting supports children with special educational needs and/or disabilities. There are currently 43 members of staff who work directly with the children, most of whom hold appropriate early years qualifications. Three members of staff hold qualified teacher status, one has a BA Honours Degree in Education, five hold a level 4 qualification, 21 hold a level 3 qualification and seven staff are qualified to level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outstanding care and welfare systems are in place and are exceptionally well monitored and evaluated on a day-to-day basis. Observations and assessments of children are consistently used to identify and support their next steps of learning and development. Partnerships with parents and the host school's foundation stage management are excellent, and are continually and most effectively utilised to enhance and support children's progress. Systems and procedures to evaluate the provision's strengths and areas for development are rigorous and lead to an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- fully embedding the recently introduced system for recording children's progress to enhance and fine tune children's next steps of development.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems for staff are fully in place and the induction and development procedures are highly effective. Robust welfare policies and procedures link to rigorous systems of monitoring, evaluation and record keeping. The setting's exceptionally professional and dedicated staff work together very effectively as a united team and they provide highly effective learning and development opportunities for all children. Frequent and very effective

observations of children are made by key workers which ensure continuity throughout each working day. Information is used exceptionally well to inform future planning and leads to clear identification of each child's next steps of development. Senior management have recently introduced an additional electronic method of monitoring children's ongoing progress and development as they strive for perfection. This has yet to be fully embedded.

Parents respond very positively about the work of the setting both verbally and through regular questionnaires. They appreciate the frequent opportunities to talk to their child's key worker and discuss the extensive and detailed learning journey files. Parents are also kept in touch through the very informative newsletters and the notice boards within the setting, which include a parental comments section and links to the 'What we are learning' leaflets.

The outstanding level of additional support provided by the host school's foundation stage management team ensures that the setting's provision for children over three years of age is effectively dovetailed with that of children attending the nursery school. Equality and diversity are exceptionally well promoted. For example, all children are taught to say 'hello' in a variety of languages and enjoy annual 'Christmas Around the World' celebrations. The very inclusive provision also ensures that all children, including those with special educational needs and/or disabilities, are equally supported in both their learning and their personal development. The setting's systems of self-review and analysis of its strengths and areas for improvement are outstanding and lead to very high levels of learning and development for all children.

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

All children thoroughly enjoy their visits to this extensive and friendly setting where they, and their parents, are made to feel very welcome by exceptionally dedicated and effective staff. The setting's management are very much aware of the importance of 'the unique child'. The free flow provision of a wide range of very interesting and challenging activities are designed to stimulate individual young minds. Staff have an excellent knowledge of how young children learn through play. They help them to becoming independent learners through frequent and effective use of praise and encouragement. A learning journey file is created for each child new to the provision, and parents are encouraged to complete an 'All About Me' form in order to set a base line of interests and ability for each child.

Children learn how to dress appropriately for different weather and occasions. For example, they dress in warm outdoor clothes, a waterproof suit with wellington boots and a very colourful frog umbrella, and they thoroughly enjoy their time outdoors in the rain. This enables them to experiment and play with an extensive range of equipment and outdoor resources whatever the weather. Staff are on hand to encourage, support and praise children as they make choices in the activities in which they wish to engage. They like to ride on toy bicycles and scooters, and this adds to their opportunities for physical exercise and supports a healthy lifestyle. Those children who elect to stay indoors are equally well

supported in their own choice of activity in the exceptionally well resourced and age-related areas, which are set out in different zones linked to the six areas of learning. One small group of children are the very picture of concentration as they are encouraged to study and predict what will happen to an object as it is placed in a large tank of water. Every opportunity is taken to engage young children in discussions in order to promote their speaking and listening skills and to enhance their levels of confidence and self-esteem. Circle time is also used exceptionally well for more formal learning opportunities linked to language development and safety instruction. Babies and very young children are introduced to small group activities which are very carefully planned for their specific needs. Their happy and smiling faces as they sit in the sensory room and absorb the pretty colours and patterns are a testament to their delight and enjoyment and are further evidence of an exceptional quality of provision.

Children's behaviour is outstanding and they are aware of their own safety through regularly practised fire and evacuation routines and by learning to share and help their friends. They enjoy regular healthy snacks and meals, and full details of menus and choices are made available to parents in advance. Children are consistently encouraged to wash their hands before eating and after visiting the toilet. The setting's walls are very well utilised to display children's drawings, paintings and sketches. The arrangements for children to transfer to other local schools are exceptionally well organised by the setting's management, and the extensive learning journey files are made available to add significant support to the transition process.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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