

The Rocking Horse Childcare Centre Ltd

Inspection report for early years provision

Unique reference number	EY320387
Inspection date	01/04/2010
Inspector	Andrew Clark
Setting address	Surestart Childrens Centre, Broomhill Road, NOTTINGHAM, NG15 6AJ
Telephone number	0115 9488914
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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 Children Centre Limited opened in 2006 and is run by a private company. The setting operates from the Sure Start Centre in the grounds of Butlers Hill Primary School, Hucknall, Nottingham. It is on the ground floor and is fully accessible. The setting supports children with special needs and/or disabilities. A maximum of 62 children aged from birth to eight years may attend in any one session. Older children may also attend. There are currently 73 children on roll of which 71 are under eight years. Of these, 51 children are in the Early Years Foundation Stage, of which 12 are in receipt of funding for nursery education. The sessions run from 7.30am to 6.00pm for the pre-school. The breakfast club runs from 7.30am to 8.45am and the after school club from 3.30pm to 6.00pm five days a week, all year round. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff. The manager and deputy hold level 3 qualifications. The remaining staff hold at least a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Rocking Horse Childcare Centre meets the needs of the early years children well. This is a fully inclusive setting where the staff's good professional skills mean that all children, including those with special educational needs and/or disabilities, benefit from the full range of activities and achieve well. Children feel happy and confident. The new manager provides clear leadership for further development, ensuring a good capacity for future improvement.

What steps need to be taken to improve provision further?

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

- improve the provision for promoting children's understanding and use of modern technologies
- improve the range of opportunities to promote all areas of learning through outside play.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is good. The manager and her staff work in close cooperation with the Sure Start Centre, host school and local authority to ensure good quality of provision and supported improvement. Staff are strongly committed to driving further improvement. Self-evaluation procedures are good and reflect the views of staff, parents and children. The leaders monitor the

work of all staff and carefully track children's progress to guide the improvement of provision. Staff have clear roles and responsibilities and contribute well to the smooth running of the setting. They are well qualified and experienced in supporting children with special educational needs and/or disabilities and this contributes to the promotion of good equality and diversity. Staff are ambitious to be the best they can be and regularly improve and update their qualifications.

Children's welfare is at the heart of the setting's work. Procedures for safeguarding and to ensure all staff are suitable to work with children are good. Staff ensure that the premises are safe and secure through regular risk assessments. There are robust and secure procedures for the administration of medication and the recording of accidents and injuries. The quality and impact of welfare procedures are monitored frequently and rigorously.

The engagement with parents and carers is good. This ensures children quickly settle in and make good progress, especially in their personal development. Parents and carers find staff are approachable and welcome the flexible approach to meeting their needs. They receive a good range of information about their children's progress. Parents and carers' views are regularly sought through questionnaires and influence the setting's future planning.

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

Children of all ages are happy and confident. They take responsibility for many aspects of their own learning throughout the day. There is a good balance between activities that all children choose for themselves and those they are guided towards by adults. This encourages children to develop independence and self-confidence. Children make good progress because the setting is skilfully tailored to meet the needs of children at all ages and stages of development. Children with a special educational need and/or disability are fully integrated into the setting and their progress is carefully tracked. The babies benefit from a good range of tactile resources in a safe and cosy environment. It replicates elements of a home setting, which contributes to their confidence and security. The provision promotes their early sensory and communication skills, preparing them well for the next stages of development. The staff make regular observations of children's learning and use the information well to track their progress and plan for future learning. Early mark-making and counting skills are encouraged through well planned role play activities, games and songs. Children of all ages and abilities enjoy their learning and make good progress in all areas of learning. However, the children's use of modern technology such as computers and visual and auditory recording equipment is limited. Staff question children well to deepen their understanding and provide good guidance by joining in their play. The promotion of children's healthy lifestyles is good. Good use is made of the ample outdoor space to promote physical development. Outdoor resources are being further developed but do not fully reflect the range of learning opportunities available inside. This is a priority for the new manager's action plan. There are well planned menus for children's meals and snacks which contribute to healthy eating habits. Snack and meal times are social occasions and staff have good expectations for

children's hygiene. There are good facilities and procedures for nappy changing and to support toilet training. This is supported by detailed regular communication with parents and carers. The setting encourages children's good positive contribution through resources and images reflecting different cultures and diversity. There are comfortable and secure areas for babies and children to sleep or relax without disturbance and a good range of books and other activities to interest them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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	2
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

Outcomes for children in the Early Years Foundation Stage	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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