



Rocking Horse Nursery

Inspection report for early years provision

Unique Reference Number EY104146

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Inspector Jan Healy

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Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Rocking Horse Nursery opened in 2002. It operates from a detached house in the village of Shaw, on the outskirts of the town of Melksham in Wiltshire. A maximum of 39 children may attend at any one time. The nursery is open from 08:00 to 18:00 all year. All children share access to a secure enclosed outdoor play area, which includes a grass and paved area, as well as an allotment and wooded walk area.

There are currently 65 children on roll, from birth to under 5 years. The nursery

provides funding for nursery education. Children come from a wide catchment area. The nursery supports children who have a special need.

The nursery employs 10 staff, 1 chef and 1 cleaner. There are 7 staff who hold an early years qualification and 2 are currently attending a training programme. The staff receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff promote the good health of children, by taking positive steps to prevent the spread of infection. For example, staff check the setting is clean before children arrive. Nappy changing areas are thoroughly cleaned after each use, and older children are encouraged to wash their hands before snack and after using the bathroom. Staff clean surfaces between activities and provide children a spare set of clothes in the event of an accident. Children's awareness of good hygiene practices is encouraged by the teaching of appropriate disposal of tissues, and by the use of providing individual paper towels for hand drying. Accident records are kept up to date and are shared with parents, to help identify and prevent patterns of accidents occurring. Staff follow parental instructions when administering medication, and request their written consent, so children are not put at risk. Babies sleep in comfort and have the provision of clean linen in their cot. Staff use feeding and changing time for babies, a time for fun and play, such as singing and playing finger rhymes.

Children access daily outdoor play, and enjoy a good variety of equipment and apparatus, such as tricycles, climbing frame, and have the opportunity to make use of bats and balls, helping them to develop their physical skills. They access both a grass and a paved area, and have the opportunity to use a nature walk to find out about their local environment, which helps them to learn about the natural world. Babies have access to the outdoor play area, where they enjoy the fresh air.

A trained and qualified chef, who ensures children are provided a healthy and nutritious diet, respects children's dietary needs, and cooks homemade meals, taking vegetables from the nursery allotment. All babies and children eat together in a dining room, providing a happy and sociable occasion, when children exchange news that is important to them, such as what they wish to play with. Children are able to access fresh drinking water at all times, which helps to prevent dehydration, and babies are provided drinks regularly by staff.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff greet children and parents upon arrival, providing for a safe and secure atmosphere. Rooms are organised with a reasonable amount of activities, for example, jigsaws and materials for making a collage. However, storage is limited,

and so children are unable to access the majority of toys and resources, without adult help. Children's work is cheerfully displayed and mobiles hang from the ceiling, making for a cosy atmosphere. Babies have space to crawl and furniture to pull themselves up, to help develop their growing muscles. Babies experience activities that encourage their senses, such as listening to relaxing music, and exploring natural materials, such as water mixed with glitter, which are rolled on the floor, gaining their attention and so expanding their concentration.

Materials and equipment are checked for any hazards on a daily basis, and so a record of any broken toys known to staff, are repaired, before children have further access. Children have the provision of child sized tables and chairs, so they are able to eat and play in comfort. Younger children are able to join older children at the table, by the use of high chairs. Beds are available for toddlers and children who wish to rest during their stay, so they are refreshed to continue their learning.

Children benefit from staffs vigilance when they are on the premises, which helps to prevent accidents, by ensuring potential dangers are minimised, such as keeping the exits locked, so children are unable to leave the premises unsupervised. A record of visitors is maintained, so access to the provision is monitored, to keep children safe. Staff protect children in the event of an emergency, by putting into practise a carefully planned evacuation procedure, so children leave the building safely and calmly. However, staff are not able to locate some documentation easily, which may hinder staff in seeking knowledge with regard to following certain procedures, such as health and safety.

Staff have a fair amount of knowledge concerning child protection procedures, to help safeguard children in the event of a concern. However, they are unaware of the procedure to follow, in the event of an allegation of abuse being made about them, and are unable to locate a policy, which could help their understanding about how to protect themselves and the children in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children and babies share a warm and friendly relationship with staff, which helps them to feel safe and secure. A mirror in the baby room, aids them to become aware of themselves as a separate identity, and to explore what they look like and who they are. Staff playfully imitate babies, demonstrating their interest in them, and babies respond with expressions and gestures. Staff share uninterrupted time with babies, showing that they are fully focused in what babies are doing, helping them to grow in confidence.

Nursery Education

The person in charge is suitably qualified, and ensures that children are taught in small groups, to provide an effective learning environment. Effective planning enables staff to be aware of the level of achievement children have reached, and the next step they need to take to progress. Children are valued and made to feel good about themselves, which promotes good practice. Staff are sensitive and have

reasonable knowledge and understanding about special needs, as they receive regular updates and training. All children are included in all the activities offered, which provide challenge, such as digging in the allotment. Use of time is good, as staff sit at children's level, play alongside them and spend the majority of their time talking to children and helping them to progress. Staff achieve the regular exchange of information, through regular discussion with parents.

The quality of teaching and learning is satisfactory. Older children are knowledgeable about the sufficient range of equipment that they access, such as which tricycle they can manage to ride, and show preferences when choosing an activity, such as from a reasonable range of jigsaws. Whilst playing, children talk confidently to staff and their peers about what they are doing, such as during a creative activity, when making a hat. Children play imaginatively, pretending to be various characters, whilst playing in the home corner, demonstrating their understanding of roles they witness in society.

Cupboard and drawers contain a picture and written label, of what children can find inside, enabling them to access resources independently. However, storage is at a minimum, so many of the resources have to be located by staff. Vocabulary is extended during group time, when children listen and respond to stories and questions posed by staff. Children listen to patterns in rhymes and songs, to help them experiment with sounds. Children have access to an acceptable range of books, which they enjoy looking at, turning the pages, and noticing text marks, helping them to understand the organisation of the written word. However, books are located in wooden boxes, which are untidy, and so particular books are not easily found by children.

Children join in with number songs and rhymes, which helps to learn number names in order. They use mathematical language, such as 'more' or 'less' when playing games with staff. They are learning the concept of size, such as 'bigger' and 'smaller', when comparing each others height. They are learning shapes and the concept that some things can be many shapes, such as biscuits can be a circle, square or rectangle shapes, whilst other things stay the same, such as the sun is always a circle shape.

Children visit an allotment in the nursery garden, learning to plant various seeds and bulbs, which they watch grow over a period of time, and then watch how the chef cooks using the vegetables, which they eat. This helps children to learn about similarities, differences, patterns and change. They are also beginning to understand that most plants have green leaves and coloured flowers, and that some plants occur naturally, whilst others are cultivated. Children construct using a variety of material, such as Lego and use re-cycled boxes to build, and adapt their work as necessary. Children are beginning to understand about their own culture and that of others, by staff teaching them that there are many different family groups, for example, some children have two parents, whilst others will have one.

Most children are able to move with control and coordination, avoiding bumping into each other whilst riding tricycles in the outdoor play area. They enjoy walking, running, hopping, and climbing, which they do with imagination and in safety. They are beginning to notice changes that happen to their body when exercising, such as telling the staff that they are hot and tired. They are becoming increasingly skilful at

throwing and catching balls, and show a growing confidence, dexterity and enjoyment during play.

Most older children are able to recognise primary colours, as well as black and white, and choose the colour of their choice during art and craft activities. They are learning the relationship between shapes and space, for example, locking together jigsaw pieces. Children express their strong likes and dislikes, for example, during snack; they will speak to staff about their wishes. They are developing competence in using creative tools, such as scissors, paintbrushes and glue sticks, which they use with confidence.

Helping children make a positive contribution

The provision is satisfactory.

Staff recognise that children's attitudes develop during the early years, and so they value all children, and ensure they are free from discrimination, so they learn in a happy and secure environment. Resources, which reflect diversity, such as books, are available for children, to help them understand and appreciate differences and similarities. Staff seek information from parents during the application stage, to ensure they are able to meet children's individual needs. Babies are included in activities and enjoy playing with staff.

Staff understand that some children may have a special need, and are proactive in ensuring that appropriate action is taken, when such a child is identified. Staff seek training to support their knowledge and understanding, and share their thoughts with parents, so they work in partnership, for the good of the child. The height of tables and chairs, enable babies and children to eat and play together in comfort. Staff raise children's awareness, by displaying positive images of disability in books and posters.

Spiritual, moral, social and cultural development is fostered. Staff encourage children to be kind to each other, and to think about how their behaviour has an affect on others. Staff are consistent in their approach to positive behaviour management, and establish clear boundaries, which children are aware of, such as no running in the setting, to ensure children are kept free from harm. Responsibility encourages children's confidence in themselves, such as helping to tidy away the toys and resources after play. Reassurance is given to children who display unwanted behaviour, with an explanation as to the reason why. Significant incidents are recorded and shared with parents, so an emerging pattern can be recognised and dealt with.

Partnership with parents is satisfactory. Parents speak of their happiness with regard to the care their baby or child receives, and are confident to leave them in the care of the staff. However, not all parents are aware of the nursery education their child is following, such as the six areas of learning. Staff care for children according to parental wishes and they exchange information daily, such as how the child has been during the day, and what activities they engage in. Staff seek appropriate written permission from parents, to ensure children's safety, for example, who can collect a child at the end of each session. Parents are aware of how to make a complaint and

feel confident in doing so.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. Staff have a sound knowledge and understanding about the National Standards and the ability to meet them. They have a sound understanding about the Foundation Stage curriculum, but not all staff who work with the babies, have any knowledge about the Birth to Three matters framework, which may hinder babies learning and development. The recruitment of suitable staff is in place, but the person in charge is not always the most knowledgeable or able to demonstrate their role competently. They do not have the necessary skills and experience to do the job, although suitably qualified. Effective records are based on observation, and are regularly reviewed with parents. Recording helps to plan for children's development and progress, by identifying significant steps of achievement, or concerns.

The setting meets the needs of the range of children for whom it provides, although there is currently no deputy employed, which creates difficulty in seeking advice from an authoritative figure. Grouping of children is good, and each child is confident in their ability to approach a member of staff. Continuing training, for example, in special needs, helps to maintain appropriate skill level and encourages staff to maintain professional development. A good registration system is in place, ensuring children's arrival and departure time is recorded, to keep them safe.

Useful records underpin children's development, as they demonstrate their learning and progress, which keep parents fully informed about their child's learning. All records and documentation remain confidential, are stored securely, and are shared with the appropriate parent. Not all documentation, however, was available for inspection, such as the child protection procedure. Ofsted are kept informed and are updated with regard to any significant changes.

Improvements since the last inspection

At the previous inspection, staff were requested to ensure that babies and children did not have access to heaters, which is now in place, as the heaters have been made inaccessible. The staff were also requested to ensure that children had access to resources, which reflect culture and ethnicity. Children now access a range of books and posters which adorn the walls in the playrooms.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff are aware of the procedure to follow in the event of an allegation of abuse being made about them
- ensure all records and documentation are available for inspection

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure there is a named deputy who is able to take full charge in the absence of the manager
- ensure resources are organised so they are readily accessible to children
- ensure staff are fully trained and confident to put into practice the Birth to three matters framework

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