



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133593

DfES Number: 516267

INSPECTION DETAILS

Inspection Date 27/09/2004
Inspector Name Claire Elizabeth Johnson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Hobby Horse Children's Centre
Setting Address Oxford and Cherwell College, (Banbury Campus)
Mewburn Road
Banbury
Oxfordshire
OX16 9PA

REGISTERED PROVIDER DETAILS

Name The Committee of Oxford & Cherwell College

ORGANISATION DETAILS

Name Oxford & Cherwell College
Address Oxford and Cherwell College
Broughton Road
Banbury
Oxfordshire
OX16 9PA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Hobby Horse Children's Centre opened in 1991. It operates from a terrapin building located in the grounds of Oxford and Cherwell college. The building provides five rooms for the different aged children and a fenced off outside area for outdoor play. The premises are located near to local shops and the town centre. The group serves the students and staff from the college; it also takes children from the wider community.

The group is registered to provide care for 62 children aged from 3 months to 8 years old. There are currently 91 children from 0 to 8 years on roll. This includes 22 nursery education funded 3-year olds and 4 funded 4-year olds. Children attend for a variety of sessions. The setting currently supports no children with Special Needs or who speak English as an additional language.

The group opens five days a week all year round. Children attend for a variety of sessions, these include a pre-school group during term times from 09.00-11.30, an after school fun club, a play scheme and a full day care nursery. The group operates from 08.00 until 18.00.

Four part time and 12 full time staff work with the children. All full time staff hold an early years level 3 qualification. The other staff either have a level 2 qualification or are working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Hobby Horse Children's Centre provides good quality care for children. Staff work closely together to plan for and provide an exciting programme for children. New staff and trainees follow an effective induction programme ensuring familiarisation with group aims and procedures. Activities present increased challenges as children progress through the nursery. Every room provides a bright, friendly and stimulating environment for the children. Resources are stored at low level and clearly labelled,

children make choices in their play and know where to put things away. Documentation is well managed and kept regularly reviewed and updated, although the child protection policy is missing some detail.

The nursery has a high regard for safety; all incidents occurring in the nursery are reviewed and evaluated weekly. Daily checks are made of equipment and a regular cleaning programme is followed. Staff promote good hygiene practices, the routine starts early as toddlers visit the toilets to wash their hands before lunch. Children are developing increasing independence at snack times with the oldest children visiting the snack bar to enjoy cheese, crackers and a drink with a friend. Parents provide food and healthy lunchboxes are encouraged. Staff make good use of assessment throughout the nursery to provide an inclusive environment for all children, and to identify any potential special needs or child protection concerns.

Children are developing high levels of concentration during play. Staff involve themselves in children's play and deploy themselves well to offer support. Staff are good role models, and keep children well informed. Children are well behaved, two year olds respond promptly when asked to tidy up in time for a story.

An informative welcome pack is provided for new parents and policies are available in the hall. Copies of all planned activities are on display. Parents know the key workers and find all staff approachable and caring.

What has improved since the last inspection?

Not applicable

What is being done well?

- Development of independence at snack time is good. Children manage their snack times with increasing independence throughout the nursery. Older children select the time for their snack and the friend of their choice to join them as they visit the snack bar. Staff demonstrate to younger children how to select for themselves without taking too many and the youngest make decisions about their cups and whether they are ready to manage without a lid.
- Staff promote good hygiene practices and children manage their personal care with increased responsibility. Preparation begins in the 1-2's room where they all go off to the toilet to wash their hands before lunch. Children are shown how to wash their hands using soap, water and lots of rubbing between their fingers. As they progress through the nursery the expectations increase and the oldest children are very responsible and rarely require reminders.
- There is regular reviewing and assessing of safety issues. Accident and incident records are reviewed weekly by management and staff to monitor the quality of the equipment, the safety of the premises and to identify any children that may be experiencing difficulties and need extra support.

- The presentation of activities is exciting at the start of all sessions. In all rooms activities are laid out at the start of the session to entice the children to explore. Children involve themselves in their play as soon as they come in and are eager to get started.
- Staff make clear their expectations regarding behaviour. Babies are reminded about being kind and taking turns and the one to two year olds respond promptly to request to tidy up before story time. All children take responsibility for packing away the activity they are playing with. They empty the ball pool of balls, put them away where they belong and then settle themselves quietly on the mat to wait for their story, which they all look forward to.

What needs to be improved?

- the child protection policy to include detail about procedures to follow in the event of an allegation of abuse made against a staff member.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
13	Ensure nursery policy includes detail of procedures to be followed in the event of an allegation of abuse being made against a member of staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Hobby Horse Children's Centre provides good quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of the teaching is very good. Staff plan together and all contribute to the selection of activities planned to cover the Foundation Stage curriculum. Staff are clear about learning outcomes, they evaluate activities and use assessment effectively to inform future planning. The learning environment is attractively presented to interest children and to motivate them to learn, however, non-fiction books are not used effectively to consolidate children's learning. Resources and activities provided in the two nursery units offer differing levels of challenge. Children in the two units free flow for an hour each session to explore a broad range of learning experiences.

The leadership and management are very good. A strong team manages the nursery with close links between the nursery and the college. The stable and long standing staff team are well supported by the management through an effective appraisal system, a commitment to staff development and training. The manager is involved in the day-to-day running of the nursery and works closely with all staff. Management monitor the effectiveness of the nursery provision by inviting regular feedback from parents and evaluation of activities.

Partnership with parents and carers is very good. A newsletter sent out to parents at the start of each topic is very informative. Planning is included with the letter and information about what and how their children are learning. Parents are also provided with ideas of how they can contribute to their child's learning. Detailed profiles and progress records are kept for all children, a formal arrangement is available annually to share these records or they are available by request at any time. Annual reports are sent home charting children's progress and development.

What is being done well?

- The environment is rich in number and calculating opportunities. Children are surrounded by number lines, calendars, eye and hair colour graphs and number instructions. There is a well resourced maths area and children calculate as they adhere to the rule of four at the sand tray. They count the four paper people on the wall and compare it to the number of children standing at the tray. Children are learning to apply number to solve simple problems.
- There is creative use of resources to develop children's sense of time. Children use a time line on the wall to track their day. The time line is differentiated between the 2 rooms in the 3-5's unit, the three year olds follow the line of photographs to find out what next and the four year olds

photographic time line includes clock faces showing the times activities take place.

- Staff make good use of assessment to inform future planning and to identify children's individual learning needs. Staff follow an ongoing assessment programme. Each week four key activities are evaluated and assessments of individual children's achievements are recorded. Staff meet weekly to share their assessments and to plan for future learning opportunities for individual children.
- Information provided for parents about children's learning is comprehensive and detailed. At the start of each topic parents are sent home copies of all planning. Alongside this are details of what their children are learning through the topic and how they will be doing it. Words for songs and rhymes being learnt as part of the topic, and further ideas for parents on how they can contribute to their children's learning are all included as part of the information pack.

What needs to be improved?

- the provision and use of non-fiction books for children to use independently when consolidating their learning.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. A change of management has resulted in the action plan following the last inspection not being available at this inspection. The new management have addressed the issues recently.

In addressing the issue of improving resources available in the role play area planning is now in place to ensure it is regularly changed and resourced to develop children's knowledge of the topic being covered. At the hairdressers children are provided with a range of cardboard tools and shower sprays while learning in the topic 'All about me'. Children use the resources to develop their imaginary play and explore real life experiences.

The second issue the provision of books, fiction and non-fiction depicting other cultures is being addressed. Dual language books and increased multi cultural resources have been purchased and many images of other cultures are on display. Non-fiction books are available but their use is not always promoted. Children are provided with opportunities to explore cultural diversity when selecting from a range of newly purchased world instruments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and developing high self esteem. Staff promote children's independence when making choices in their play. Activities are presented to interest children and motivate them to learn. Children are making good relationships and speak confidently when sharing experiences with their peers and adults. Children are clear about staff expectations regarding behaviour and respond promptly by giving staff attention when she places her hand on her head.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing as both speakers and listeners. At circle time children develop their listening skills and respect what others have to say. Staff use every opportunity to encourage children's skills of letter and word recognition. They are provided with an environment full of words and have many role models to support them when mark making. Children enjoy listening to stories but have insufficient opportunity to explore non-fiction books to consolidate their learning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are provided with an environment, which is rich in number this includes number lines, calendars and graphs produced by themselves recording hair and eye colours. Children count up to 10 and beyond and have daily practice at problem solving during register. At the sand tray calculation is ongoing as children strive to maintain the rule of four at the tray. Children use mathematical language to describe their actions when filling and emptying baskets of bears.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious and make close observations about the natural world when upturning logs in search of mini-beasts. Children develop this learning as they dig in the sand tray full of soil and plastic mini-beasts. Children manipulate pieces well when using construction; they discuss their design ideas and describe their creations. Children are developing a good sense of time; creative resources enable children to track their daily routine. Children use the computer confidently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The curriculum for physical development is well planned. Children enjoy daily opportunities to balance using seesaws and stepping stones. A well marked outside play area encourages children to travel safely using control and co-ordination. Visitors to the nursery enhance children's knowledge of healthy living. Staff use assessment effectively to identify and plan for children's individual physical learning difficulties. Children use a wide range of tools including a woodworking area.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The environment is bright and full of colour; children explore colours using a range of textures and materials. Children enjoy singing and are developing an increasing repertoire of new songs with each topic. Words for all songs and rhymes are sent home to parents to involve them in their children's learning. Children play alongside each other when exploring a shared theme. At the hairdressers the stylists chat with their customers and ensure they are comfortable.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the provision and use of non-fiction books for children to use independently when consolidating their learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.