



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY223229

DfES Number: 542038

INSPECTION DETAILS

Inspection Date 15/09/2003
Inspector Name Karyn Yarnold

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Hobby Horse Day Nursery
Setting Address 17 Branson Court
Plympton
Plymouth
Devon
PL7 2WU

REGISTERED PROVIDER DETAILS

Name Mrs Cherrill Phillips

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 Day Nursery opened in September 2002. It operates from a modern three-storey building in the Plympton area of Plymouth. The ground floor is used for children under two; the first floor is used for three and four-year-olds and also has a kitchen; the second floor is used for children aged between two and three years, with younger children joining prior to their second birthday. There is a small sensory room on this floor. There is a small, secure outdoor area leading from the babies' activity room on the ground floor. Children also have access to a sensory garden.

There are currently 79 children under 8 years on roll. This includes 12 funded three-year-olds and 4 funded four-year-olds. Children attend a variety of sessions. One child within the setting has special needs and the group supports one child who speaks English as an additional language.

The nursery opens five days a week, all year round. Sessions are from 08:00 to 13:00 and from 13:00 to 18:00, although children can attend all day. Nine full-time and one part-time staff work with the children. Two members of staff hold an NNEB qualification; three hold a BTEC and three have a level three NVQ in childcare.

The nursery holds a certificate of registration from the Early Years Development and Childcare Partnership, from whom they receive teacher support.

The group is presently working towards the Plymouth Standard quality assurance scheme.

How good is the Day Care?

Hobby Horse Day Nursery provides good quality care overall for children from birth to five years. The organisation of the setting is very good, with excellent documentation, policies and procedures to ensure the smooth running of the nursery.

Procedures are in place to ensure that children are kept safe and hygiene practices

are excellent. Most aspects of safety in the under twos' room are satisfactory.

There are good relationship between staff and the children. The children are well cared for and grouped appropriately. There is a key worker system in place. The nursery provides a wide range of activities for babies and children, which contribute to their development and progress towards the early learning goals. Staff ensure that children with special needs are included in activities and all children have access to a sensory room.

Staff work well as teams within each age group and all staff are involved in the planning and assessment of children's progress. The nursery has an excellent induction procedure for staff and they are encouraged to attend relevant childcare training.

There is a good partnership between parents and staff. Parents are offered comprehensive information about the setting's policies and procedures and regular information about babies and children is exchanged.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There is a very thorough procedure for appointing, inducting, vetting and appraising staff.
- Staff are encouraged to attend relevant childcare training.
- Staff have very good relationships with children. They spend time interacting with them and are interested in their play.
- Babies and children are grouped appropriately.
- There are excellent hygiene routines and the nursery is scrupulously clean and well maintained.
- There is a very secure and effective system for the safe arrival and collection of babies and children.
- A varied menu is offered to children, which is nutritious and meets individual needs.
- The nursery has very comprehensive policies on special needs, child protection and anti-bullying.
- All relevant documentation is kept and stored securely.

An aspect of outstanding practice:

The nursery has an excellent induction procedure for staff and students. Each staff member and student has their own individual employee portfolio, which records their childcare experience, training, CRB checks and on the job training. This includes recording aspects of care and safety around the setting and checking knowledge

and implementation of the setting's policies. Regular staff appraisals are recorded and all staff are required to attend first aid, food hygiene, health and safety and fire safety training.

What needs to be improved?

- the furniture for under twos to rest or sleep;
- the safety of the under twos when in low chairs and while in the bottle preparation area;
- the access through fire doors on the ground floor;
- staff knowledge of child protection documentation and procedures;
- children's access to resources which reflect positive images of culture, ethnicity, gender and disability.

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
5	ensure appropriate furniture is provided for children under two to rest or sleep
6	ensure that fire exits can be easily opened from the inside
6	ensure that children in low chairs are restrained in safety harnesses and that they are not exposed to hazards in the area used to heat and sterilise babies' feeds

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

How effective is the nursery education?

Hobby Horse Day Nursery offers good quality nursery education, with children making generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching at the nursery is generally good. Planning for the Foundation Stage is well structured, providing meaningful opportunities for adults to evaluate their own input, although some parts of the curriculum are not currently receiving sufficient attention. All members of staff are involved in the planning process, bringing their knowledge of individual children to bear. Adults encourage the development of children's self esteem and ability to form relationships well, and are very interested in what children say and do. Adults are not, however, always deployed to full effect, limiting their ability to support children during some activities. There is a clear timetable for the session, though the timing of physical activities sometimes prevents more active children from getting the most from the session. New systems for recording children's progress give detailed and useful levels of information, although support for children with special needs or English as an additional language is, occasionally, overly informal.

Leadership and management of the setting is generally good with some very good aspects. The distribution of key responsibilities across the senior management team is uneven, and prevents some staff members from being wholly effective in carrying out their responsibilities. However, the leadership team is very committed and proactive in addressing identified weaknesses. They have put meaningful evaluation processes in place, striving to ensure the quality of teaching provided.

The partnership with parents and carers is generally good. Although information about their child's educational progress sometimes lacks detail, parents are provided with good amounts of information about the group and their child's daily participation in activities.

What is being done well?

- Children are forming strong relationships with each other and with adults, as a result of the emphasis staff place on teaching children how to work and behave in groups.
- Children enjoy the many opportunities they have to explore texture, shape, objects and materials. Adults make good use of questioning during these activities in order to extend children's abilities to communicate these experiences.
- Children's imaginations flourish in an environment that allows them to play independently.

- The leadership team is hardworking, very committed and proactive in striving to improve the quality of their provision.

What needs to be improved?

- frequency with which children are taught to understand about, and have respect for, difference and diversity within their community and beyond;
- children's use of books;
- children's ability to link sounds and letters;
- children's access to activities that will increase their understanding of calculation and mathematical problem solving;
- children's use of role play costumes;
- timetabling and staff deployment to ensure that more active children have opportunities to expend energy, in order that they can focus on their learning;
- adult support for individuals and small groups during communication, language and literacy, and mathematical development activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form good relationships with adults and with each other. They use social language, such as 'please', 'thank you' and 'sorry' without prompting. They respond well when asked to perform tasks such as tidying up, or handing out snack items. They also enjoy their learning and are involved in their play, sustaining their interest in independently chosen activities for good lengths of time. However, opportunities for children to learn about their community are currently limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident in expressing their thoughts, experiences and feelings and have good vocabularies. They respond to adults' questions in group activities, answering fully. Children are also showing progress in handwriting, and are provided with meaningful opportunities to practice these skills. Children are not, however, linking sounds and letters with sufficient regularity, and do not make independent use of the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident with numbers as labels and for counting, using them spontaneously in planned and child led activities. Many children can also recognise and compare shape and size, and will concentrate on matching and sorting activities until completion. However, their participation in activities that will teach them to problem solve and calculate is, at present, limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many opportunities to explore and investigate objects, making good use of the sensory room at the setting. They also show enjoyment and skill in their use of construction toys and resources. Information technology is well used by children, with thoughtful programmes providing good coverage of many of the six areas of learning. However, children do not have sufficient opportunities to learn about their own cultures and beliefs, and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show a developing awareness of their bodies and how to look after them. They understand that food and drink is their fuel, and about healthy eating. They enjoy physical activity, having increasing control and co-ordination during music and movement sessions. They also demonstrate dexterity in the use of small tools and equipment. Timetabling weaknesses lead to more active children not having appropriate opportunities to expend energy before concentrating on quieter activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy music and are familiar with a wide range of songs. They have active imaginations during role play and construction activities. They also have many opportunities to develop their understanding of texture, form and space, and adults encourage them to communicate their findings. At present, however, children are not making good use of costumes in their role play.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- improve the frequency with which children are taught to understand about, and have respect for, difference and diversity within their community and beyond;
- ensure the curriculum for communication language and literacy and mathematical development receives full coverage through planning and teaching;
- improve timetabling and staff deployment, ensuring that all children have the best opportunities to fully focus on 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.