



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 312312

DfES Number: 516055

INSPECTION DETAILS

Inspection Date	09/10/2003
Inspector Name	Susan Magaret Lyon

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Rocking Horse
Setting Address	30 Manchester Road Audenshaw Tameside

REGISTERED PROVIDER DETAILS

Name	Rocking Horse Nursery Ltd
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ORGANISATION DETAILS

Name	Rocking Horse Nursery Ltd
Address	30 Manchester Road Audenshaw Manchester Lancashire M34 5GB

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

Rocking horse day nursery has been registered for seven years and is housed in a three storey building situated in the Audenshaw area of Tameside, close to the M60 motorway. The nursery is registered to care for a maximum of 51 children and is open Monday to Friday from 07.45 to 18.00 for 51 weeks per year. There are three play rooms on the ground floor and two play rooms on the first floor. The staff room and offices are situated on the second floor. Children are placed according to their age or stage of development. The manager is NNEB qualified and has overall responsibility for the day to day running of the nursery and leads a team of 15 staff, 11 of whom are qualified.

How good is the Day Care?

Rocking Horse Day nursery provides satisfactory care for children.

Children are grouped together according to age/stage of development and each group has a key member of staff. This provides consistency and helps the children feel settled and secure. The staff team communicate well together about the children's welfare and staffing ratios ensure close supervision of the children.

Overall, the children have a variety of age appropriate play activities which promote their learning and progress although, there is a need to develop the play for younger children. Resources are needed which promote all aspects of equal opportunities.

Staff spend time talking and listening to children and there is an effective system in place for recording children's development.

The building provides a safe and secure environment for all the children and regular safety checks are carried out, including risk assessments.

Parents are welcomed into the nursery and information is shared about their child both verbally and written on a daily basis.

Information about the running of the nursery is given to parents in various forms and

children's progress and learning is discussed with parents on a regular basis.

What has improved since the last inspection?

Staff have completed relevant training and qualification requirements have been met. All policies and procedures have been improved and are now clear and comprehensive. Domestic style furniture has been added in the baby room creating a homely environment and a member of staff has responsibility for behaviour management issues.

What is being done well?

- The nursery has an effective key worker system in place and good communication amongst the staff team.
- There is an effective system in place for observing and recording what children do and planning the next steps.
- Praise and reward is given for children's good behaviour using stickers and certificates.
- Information is given to parents on a daily basis about their child's welfare and records are shared regularly about children's progress and development.

What needs to be improved?

- Play experiences and resources in the rooms for younger children.
- Resources which promote all aspects of equal opportunities.
- Opportunities for children to promote their independence, confidence and develop their self esteem.

Outcome of the inspection

Satisfactory

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
3	Develop play opportunities and resources for the younger children.
8	Ensure children are encouraged to be independent, confident and develop their self esteem.
9	Ensure toys and books promote all aspects of equal opportunities.

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

How effective is the nursery education?

Rocking Horse Day Nursery offers good quality provision which helps children make generally good progress towards the early learning goals.

Children's progress in communication, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development is generally good. Children make very good progress in personal, social and emotional development which is well promoted and a strength of the setting.

Teaching is generally good.

The staff team use their sound knowledge of the foundation stage to plan an interesting range of activities for children. They provide children with a good balance of adult-led activities and self-chosen challenges in most areas, though opportunities to promote children's early writing skills and link sounds and letters are often done through focussed activities rather than through play.

The staff get to know the children very well. They use thorough assessment systems to record their progress. They are aware of children's abilities and needs and give individual attention to children as needed. They have not yet developed systems to link their knowledge of what children know and can do with planning for the next steps in their learning. The staff are skilled at managing children's behaviour. They provide a consistent and positive approach. The children respond to this by generally behaving well. They are less skilled at questioning the children to encourage their thinking and learning and do not question children sufficiently during play.

Leadership and management is generally good. The staff work well together to ensure the smooth running of the pre-school room. They have access to good support systems and often access training events to develop their knowledge and understanding.

Partnership with parents is very good and contributes well to children's progress. Parents have access to good information about their children's progress. They value the provision and speak highly of it.

What is being done well?

- The promotion of children's personal, social and emotional development is given priority in the setting. Children are happy and secure in the environment which enables them to participate in activities with confidence and develop a positive disposition to learning.
- Partnership with parents is very good. The staff have good systems in place, both formal and informal, for sharing information about how the children are

progressing. Parents value the educational provision and the progress which children are making.

- The staff get to know individual children very well. They observe the children very often, and use their observations to assess the children's progress. Written assessments of children's progress are clear and detailed.
- Children's behaviour is well managed in the setting. The children respond well to clear boundaries and praise and reward. The staff use good systems such as a 'round of applause board' to celebrate children's achievements.

What needs to be improved?

- the links between what children know and can do and planning the next steps in their learning.
- the questioning skills of staff to enable them to encourage children's thinking and maximise opportunities for learning.
- the opportunities for children to practice emergent writing and link sounds and letters during purposeful play experiences.

What has improved since the last inspection?

At the last inspection the nursery was required to address five key issues.

They were required to ensure that the staff have a good knowledge of the desirable learning outcomes. They have ensured that staff have training on the foundation stage curriculum, which has replaced the desirable learning outcomes. The staff now have a sound knowledge of the foundation stage and have made good progress on this issue.

The second issue was to ensure that the staff plan an educational programme based on the six areas of learning. The staff now use their knowledge to plan an effective curriculum. They have made significant progress on this key issue.

The third issue was to maximise the opportunities to promote communication and literacy through role play. To increase emphasis on enjoyment of books. To provide more opportunities for letter and sound recognition. The nursery staff now effectively promote children's enjoyment of books. They have a book area which children use often to look at books or listen to stories. The staff have made less progress on promoting literacy through role play and providing children with opportunities to recognise and link sounds and letters. They do provide some structured opportunities such as flash cards, though there are less opportunities to promote these areas in play. This remains a key issue.

The fourth issue was to provide living things for children to care for. To increase opportunities for children to find out why things happen and how they work and increase resources for model making. The staff have made good progress on this issue. They now have a hamster for children to care for and provide opportunities for

children to grow plants. There is a good range of resources for model making and frequent opportunities to find out why things happen and how they work.

The final issue was to ensure that assessments include all areas of learning. This has been addressed very well. Thorough systems are now in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop a positive disposition to learning. They are confident and settled which helps them to feel secure and participate fully in activities. They exercise independence in the environment and benefit from being able to make lots of choices about the activities they engage in. They develop good relationships and often seek out friends to share play experiences. They respond very well to praise and frequently celebrate their achievements, such as cheering and applauding each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with each other and adults in the setting. They discuss what they are doing during play and recall past events. They enjoy books and stories and look at them often; alone and in small groups during the day. They frequently access resources in a mark making area, though practice mark making skills less often during play such as role play. They learn about letters from looking at flash cards, though less often during play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count confidently to 10 and beyond. They use many good opportunities to count, such as during number rhymes and counting the number of eyes in the story book. In the environment they have good opportunities to recognise numbers, such as the number line and numbered chairs. They use a well resourced maths area to learn about shape, make patterns, sort objects and consolidate their learning. They are not often challenged to use mathematics during play to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are eager to explore and find out how things work, why things happen and observe changes such as planting seeds to grow, using objects which float and sink in water and investigating 'cause and effect' toys. They use frequent opportunities to join and construct objects, such as making 'binoculars' and using construction toys. They often learn about the world from activities linked to topics such as transport and mini-beasts. They learn about different cultures by celebrating festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children engage readily in many good planned opportunities to practice movement, co-ordination and control, such as music and movement sessions and outdoor play sessions. They have access to a good range of resources to develop skills and enjoy activities which are designed to promote particular skills, such as throwing and catching balls to develop co-ordination. They develop fine motor skills and hand eye co-ordination through using resources such as scissors, pencils and pencil sharpeners.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use many good opportunities to explore different materials such as paint and shaving foam. They learn about colour through planned 'colour week' activities. They create freely using many resources and their own ideas. They express their feelings often during play, using facial expression and laughter, for example. They enjoy role play and develop their imagination using a range of resources. At circle time they enjoy familiar songs and often use musical instruments to explore sounds.

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

- Develop systems to link what children know and can do, to planning for the next steps in their learning. Identify on the planning how ability groups of children may be organised or how activities may be varied to accommodate the learning needs of individual and groups of children.
- Develop staff's skills in questioning children during play activities to encourage their thinking and make the best use of learning opportunities.
- Increase the opportunities for children to practice their emergent writing for a purpose, such as during role play, and linking sounds and letters during play.

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.