



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400070

DfES Number: 583402

INSPECTION DETAILS

Inspection Date	09/03/2004
Inspector Name	Cynthia Walker

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Rocking Horse Day Nursery
Setting Address	1 The Stables Carla Beck Lane, Carleton Skipton North Yorkshire BD23 3BU

REGISTERED PROVIDER DETAILS

Name	Jacqueline Asquith
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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 opened

in 1996. It operates from a converted barn in the village of Carleton. The building is divided into three areas; an under two's play area and sleep area, and an area for children aged two to five. The nursery serves Skipton and the locality.

There are currently 48 children from 0 to 5 years on roll.

This includes 7 funded 3 year olds. Children attend for a variety of sessions.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

Five part time and six full time staff work with the children.

Over half the staff have early years qualifications to NVQ level 2 or 3; two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership

How good is the Day Care?

Rocking Horse Day Nursery is providing good quality care for children aged nought to five years. There is clear documentation in place to support the running of the group. Resources and accommodation are effectively promoting the care of the children.

The provision of a named Health and Safety Officer ensures positive steps are taken to promote children's safety within the nursery. The nursery is promoting the health of the children present which includes a high proportion of staff being qualified first aiders. Staff give consistent responses to behaviour which is reflected in the general play in the nursery. They are providing a healthy and nutritious diet. Effective child protection procedures are generally in place.

Planned activities meet the needs of the children in the nursery which is supported by effective interaction by the staff team. The nursery are actively promoting equality of opportunity but this is not fully supported by the documentation.

Parents are benefiting from a warm and friendly environment and receive detailed information about the setting.

What has improved since the last inspection?

At last inspection the provider was asked to devise an action plan to provide a hand wash basin for every ten children; to ensure gas and electrical appliances conform to safety requirements; to ensure appropriate training is in place for the administration of medication; to ensure drinking water is available; to ensure the complaints procedure contains Ofsted's details; and to ensure the child protection statement includes details around allegations against staff.

The provider is providing appropriate hand wash facilities for children and ensuring all appliances are safe for children. All necessary training has now been completed to support the health of children and drinks are available at all times for children. The relevant documentation has been improved to support the running of the nursery.

What is being done well?

- Staff respond appropriately to children, actively talking and listening to individual children's contributions; they extend learning through sensitive and appropriate questioning, for example, in the focussed activity discussing sounds of letters, linking to individual names and discussing colours being used. Children have access to a wide range of stimulating planned and daily activities which maintain their interest and actively extends their learning. Relationships within the setting are good, children are happy, confident and secure in their daily routines.
- The creative use of space with the room split into separate areas of learning and children accessing outside play on a daily basis. Toys and resources are interesting supporting a balanced range of activities which effectively supports children's learning in all areas including the active promotion of equality of opportunity.
- Parents are well informed about the setting through displays on notice boards in the entrance, including access to all policy documents and a detailed parent pack. Information about their children's progress is effectively shared on a daily basis through the key worker system. Parents have opportunities to give their views on the setting through six monthly questionnaires.
- Detailed supporting documentation clearly linked to the national standards which include clear and concise policies and procedures enabling the care and welfare of the children to be maintained

What needs to be improved?

- the documentation for recording individual needs to support equal opportunities.
- the confidentiality of procedures for recording injuries or concerns about children on arrival at the setting.

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
9	Develop procedures to record the individual needs of children allowing for appropriate care to be given to support equal opportunities.
14	Devise procedures which are confidential to record any concerns about individual children being cared for.

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

How effective is the nursery education?

Rocking Horse Day Nursery is an established setting which provides a welcoming environment for children to settle and learn. Children are making generally good progress to the early learning goals.

Children are making very good progress in personal social and emotional development, communication, language and literacy and knowledge and understanding of the world. They are making generally good progress in mathematical, physical and creative development.

The quality of teaching is generally good. There is a supportive staff team who extend children's learning by effective questioning and supportive responses. Staff have a reasonable understanding of the early learning goals and plan a wide range of activities to support most areas of learning but there are some restrictions on use of accommodation and availability of resources. Effective assessments are in place which include further learning opportunities and are used to directly inform future planning. Children are responding to the consistent and high expectations of behaviour. There are effective systems to support children with special needs.

Leadership and management is generally good. The introduction of a new manager has strengthened an already effective staff team who are clear about their roles and responsibilities. The setting is monitoring the service they provide through regular parent questionnaires. There is scope for the planning to be evaluated to ensure it fully reflects all the areas of learning. They are demonstrating a willingness to seek advice and have established links with the Early Years Development and Childcare Partnership.

Partnership with parents is generally good. They are actively welcomed into the setting and receive appropriate information about the provision. Key workers share information on their children's progress which is to be supported by a six monthly parents evening. However there are insufficient opportunities for parents to be involved in their children's learning.

What is being done well?

- Children have established positive relationships with each other; interacting well with adults and are beginning to develop an awareness of their own feelings and those of other children.
- Children are showing an interest in words and are recognising rhyme in spoken words; they are beginning to recognise letters by shape and match letters to initial sounds of words supported by resources and activities within the setting.
- Good use of the outside area supporting exploration and investigation of their

environment and the natural world and creating opportunities to develop movement skills.

- Staff are working as an effective team; they are effectively supporting learning through appropriate questioning, supportive responses and using children's assessments to directly inform planning.

What needs to be improved?

- The opportunities for children to develop their knowledge of early addition and subtraction.
- The access to a wider range of large equipment to further develop children's climbing and balancing skills.
- The availability of a wider range of creative activities on a daily basis to further extend children's individual skills.
- The evaluation of the planning to improve the use of accommodation and resources to support all the areas of learning.
- The opportunities for parents to be actively involved in their children's learning.

What has improved since the last inspection?

Parents are actively informed about the early learning goals both within the nursery through displays and within the parent welcome pack.

Children are being given the opportunities to develop their writing skills with the provision of resources within their environment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have established positive relationships with each other and staff; working well in small groups sharing and taking turns. They are maintaining concentration, sitting attentively at group activities and are beginning to develop an awareness of their own feelings and those of other children, developed effectively by staff interaction. Through consistent and sensitive support of staff, children are responding and beginning to understand the behaviour codes of the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are beginning to recognise letters by shape, match letters to initial sounds of words, and recognise rhyme in spoken words demonstrated well in a game of picture lotto. They are attentively listening to stories, contributing and responding with appropriate questions. Children are encouraged to use language to recount experiences, giving explanations either individually or in group discussions. The inclusion of resources in play gives the children opportunities to experiment with writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Counting skills are being effectively promoted through daily and planned activities and children can confidently recognise and count numerals to ten. They are experiencing size, shape, quantity, position and pattern within daily routines and a variety of planned activities. However there are insufficient opportunities within daily and planned activities for children to develop an understanding of simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are being given the opportunity to investigate and explore features of living things and how things work through a variety of planned activities; good use of the outdoor area supports exploration of their environment and observation of the natural world. They are given opportunities to find out about people around them which includes visits from fire fighters and the 'lollipop' person. Resources and activities are supporting the children's experience of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children can move confidently with increasing control and coordination through a variety of movement experienced in the outside area and in music and movement sessions within the setting. They are able to explore malleable materials and develop their hand-eye coordination through a variety of tools and resources. However there is insufficient opportunities for children to access a range of large equipment to support their climbing and balancing skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are experiencing a wide range of activities to support colour, texture and three dimensional work. A wide range of planned role play enables children to participate in play based on real and imagined experiences. Children are exploring a range of sensory experiences and express themselves through musical instruments and songs. However there are insufficient opportunities for children select a range of creative activities in the daily routine to develop their individual skills.

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

- Review and evaluate planning to increase the use of the accommodation and availability of resources to support physical and creative development.
- Provide more opportunities for children to develop an understanding of simple addition and subtraction.
- Improve opportunities for parents to be more actively involved in children's 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.