



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 110619

DfES Number: 515836

### INSPECTION DETAILS

Inspection Date	20/01/2004
Inspector Name	Caroline Hearn

### SETTING DETAILS

Day Care Type	Full Day Care, Creche Day Care, Out of School Day Care
Setting Name	Rocking Horse Nursery and creche
Setting Address	Newbury Racecourse Newbury Berkshire RG14 7NZ

### REGISTERED PROVIDER DETAILS

Name	Rocking Horse Nursery and Creche
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### ORGANISATION DETAILS

Name	Rocking Horse Nursery and Creche
Address	Newbury Racecourse Plc Newbury Racecourse Newbury Berkshire RG14 7NZ

## 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 is owned and funded by Newbury Racecourse. The children are cared for in six separate areas. In a separate building on the same site they also run an after school club for children from the local schools. During weekends when there is a race meeting on the nursery provides a crèche for those attending the racing. The nursery is within the race course complex which is close to Newbury town centre. It is used by families who live outside the immediate area as well as those who live locally and in the nearby villages.

There are currently 150 children on roll. Children attend for a variety of sessions. The setting supports children with special needs. They currently have no children attending who speak English as an additional language.

The Nursery opens five days a week and is open between 08:00 and 18:00 for 52 weeks of the year with the exception of Bank Holidays and the period between Christmas and New Year.

Twenty one full-time/part-time staff work with the children. Over half the staff have early years qualifications to N.V.Q level II or III. The setting receives support from a teacher/mentor from the local Early Years Development and Childcare Partnership (E.Y.D.C.P).

### How good is the Day Care?

The over all quality and standard of day care is satisfactory. Staff are deployed effectively and work well as a team. This ensures the children are offered continuity of care. The nursery has a large selection of well maintained toys and equipment, which encourage children's development and ensure that they are sufficiently challenged. They also have a varied selection of resources, which reflect positive images of culture, ethnicity, disability and gender. These are used during planned activities to ensure the children obtain a good understanding of our diverse society.

The group have good safety arrangements in place and the reasons for these are

explained in an age/stage appropriate way to the children. Although when they take the children out they do not ensure they have the information with them which would be required in an emergency. Staff clearly understand the emergency evacuation procedures. Although practise sessions are not undertaken very frequently therefore all children are not fully aware of the procedure to follow. The nursery is aware of the need to offer the children a balanced diet to promote their healthy growth and development. However not all staff are clear regarding children's individual dietary requirements.

Planning and preparation is well thought through and this results in the children being offered appropriate activities. The nursery consults with parents about the individual needs of the children attending including those with special education needs. This helps ensures the on going development of all children within the setting.

All the relevant policies/procedures and documentation relating to the children are in place although in places some lack certain detail. The nursery has no system in place to make parents aware of the policies/procedures. Staff ensure time is made at the end of each session to talk to parents regarding any concerns and to discuss their child's day and achievements

#### **What has improved since the last inspection?**

Not applicable, as last inspection was transitional inspection.

#### **What is being done well?**

- The resources are all stored at child height; this gives the children freedom of choice and independence to select what they want to play with.
- The group has a large selection of well-maintained toys and equipment, which encourage children's development and ensures that they are sufficiently challenged.
- All areas are well set out, with space for messy play and quiet activities. Staff ensure the environment is welcoming to the children.
- All children are included and their differences are acknowledged and valued.
- Children with special needs are provided with relevant activities and play opportunities that promote their welfare and development.

#### **What needs to be improved?**

- staff's knowledge of children's individual dietary requirements.
- regularity of emergency evacuation practice with the children to ensure they are all familiar with these.
- procedure for taking the children out to ensure staff have the information with them which would be required in the event of an emergency.

- parental awareness of the policies and procedures
- documentation to ensure; visitors book and registers are completed and that the registers show the hours of attendance for the children, signed emergency consent from parents is obtained for the children attending the crèche, the complaint's procedure gives the contact details for the regulator (Ofsted) and there is a clear procedure to be followed in event of a child protection allegation being made against a member of staff. Ensure all documentation is retained as appropriate.

### 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
6	Ensure fire evacuation practices are undertaken more regularly and that sufficient details are recorded regarding these.
6	Ensure that when staff take the children outside the necessary information in event of an emergency is readily available to them.
8	Ensure all staff are clear regarding children's individual dietary requirements.
12	Ensure the parents are made aware of the nursery's policies and procedures.
14	Ensure visitors book/registers are completed and that the registers show the hours of attendance for the children. Parents provide written consent for treatment in the event of an emergency (crèche)
14	Ensure the complaints procedure gives the contact details for the regulator (Ofsted). That there is a clear procedure to be followed in event of a child protection allegation being made against a member of staff. Ensure relevant documentation is kept for appropriate lengths of time.

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

### How effective is the nursery education?

Provision is acceptable and of good quality. Children are making generally good progress towards the early learning goals in all areas of learning.

The Rocking Horse Day Nursery & Crèche offers children a warm and welcoming environment in which good use is made of the accommodation and resources to promote children's learning.

Children's behaviour is generally good with most of the staff supporting children to develop an understanding of right and wrong and the rules of the nursery.

The quality of teaching is generally good however, not all staff have a secure knowledge of the individual children and their progress on the stepping stone and early learning goals. This results in an inconsistent approach to learning. Planning covers all areas of learning but lacks details of children's individual learning needs.

Areas of mathematics, literacy, language and communication are well supported with opportunities for children to learn through practical activities. Although there is a lack of opportunity for older/more able children to write simple words or to express themselves freely in some areas of creative development. Staff praise, encourage and support children's learning. Children's knowledge and understanding of the world around them is an area well supported by the nursery.

Management and leadership is generally good with staff working well together, with good communication between the room catering for funded children. A shared commitment to early years is clearly visible. However there are inconsistencies in the level of staff's understanding of the Foundation Stage and early learning goals.

Partnership with parents and carers is generally good. Parents are supportive of the nursery and are actively involved in the life of the nursery supporting staff in topics. Comments received show that parents appreciate the information exchanged on their children's progress.

### What is being done well?

- The nursery effectively promotes children's physical development with a range of activities and resources covering all aspects of this area of learning.
- Children's understanding of other cultures and beliefs are very well promoted through well planned topics and practical activities.
- Children are confident, well motivated and show an interest in their learning. They show good levels of concentration and persist with tasks and are developing good independence skills.
- All areas of learning are supported by an excellent range of quality equipment

that is well used to provide fun activities for all children including those with special educational needs.

#### **What needs to be improved?**

- Further develop planning to show grouping of children, children's individual needs and interests, the adult's role and learning out-comes to enable staff to plan activities to support and extend children individual learning and development.
- Opportunities for older children to write familiar words and to express themselves freely in a variety of creative media.
- Staff's knowledge of the stepping stones and early learning goals to enable them to deal with all aspects of the childrens' development in an appropriate and consistent manner.

#### **What has improved since the last inspection?**

The nursery has made improvement on the issues raised at last inspection:-

Three dimensional form is now planned as a regular activity, children have the opportunity to build and make models and experience using shape, texture and colour for a variety of purposes through topic work, however children have limited opportunity to express themselves freely in this area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are active in their learning, are generally well behaved, show confidence and are developing independence skills. Staff give children the opportunity to talk about themselves and their experiences individually or in groups, building children's self-esteem. The children work well together and co-operate to achieve tasks, they share and take turns and understand the rules of the nursery.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk confidently and use language effectively to negotiate and make their feelings understood, building their competence with language through social interactions with adults and others. Children show an enjoyment of books choosing to 'read' to adults and others. Supported by adults children learn elements of stories and books. There are less opportunities for older/more able children to write familiar words.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Some children count confidently up to 10, many can count beyond this, and recognise some numbers 0-9. Children sort by colour and size and use mathematical language (small, large bigger, smaller, medium) appropriately. Children enjoy the practical activities made available by the nursery which promote mathematical understanding.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children learn about different cultures and religions through a very good range of resources and well planned topics provided by the nursery. Children are well supported in their use of computers and other technology toys. There are planned opportunities for children to use tools for craft activities with two dimensional and three dimensional modelling. The nursery make effective use of the local environment and topic work to develop children's understanding of growth and change.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The curriculum allows for planned physical sessions which cover all aspects of development. The nursery make effective use of both indoor and out-door space to allow children to move with imagination using a wide range of resources. A range of opportunities for children to use tools and to develop fine motor skills are supplied by the nursery.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
There are opportunities for children to express themselves using a variety of media. Staff allow children the freedom and space to develop involved and imaginative role play, using 'the Chinese restaurant' role play area. Children express their ideas, thoughts and feelings using two and three dimensions, colour and texture, painting, dough, role-play areas and small world play. Older children have less opportunity to express themselves freely in areas of art and craft.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## 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 planning to show grouping of children, children's individual needs and interests, the adult's role and the learning out-comes, to enable staff to plan activities to support and extend children's individual learning and development.
- Extend opportunities for older/more able children to write familiar words and to express themselves freely in areas of art and crafts.
- Ensure all staff are confident in their knowledge of the early learning goals and stepping stones and how they relate to the activities and children's development, to ensure a consistent approach to 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.*