

Rocking Horse Nursery Stamford Limited

Inspection report for early years provision

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Inspection date	04/02/2011
Inspector	Melanie Arnold
Setting address	85 Rutland Road, Stamford, Lincolnshire, PE9 1UP
Telephone number	01780 757922
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Rocking Horse Nursery is privately owned and was registered in 1992. It operates from a converted home in Stamford, Lincolnshire. Children are cared for in four different rooms according to their age and abilities. There are two fully enclosed outdoor areas available for outside play. The nursery entrance for older children is accessible by one step and the entrance for younger children is at ground floor level.

The nursery opens Monday to Friday from 8.00am to 6.00pm all year round, with the exception of bank holidays. Children are able to attend for a variety of sessions. A maximum of 48 children under eight years may attend the nursery at any one time. There are currently 118 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 14 members of child care staff. Of these, ten hold a qualification at Level 3; two hold a qualification at Level 2; and two members of staff are working towards a qualification at Level 4. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are fully supported, valued and respected in line with their individual needs. All children make good progress in their learning and development as space and resources are mainly used effectively to provide an accessible, stimulating environment. The implementation of the clear policies and procedures, safeguards children from potential harm and protects their welfare. Partnership working in the wider context provides continuity of care and learning for all children. The nursery has developed their provision by working on the recommendations raised at the previous inspection and they use a robust system of self-evaluation to promote continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the outside provision to fully create a stimulating environment that offers a wider range of activities and ensure younger children access daily outside play
- ensure the setting fully values linguistic diversity and promotes opportunities

for all children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are well cared for in a warm and welcoming environment. Space and resources are effectively organised inside to create an accessible environment, where children freely access a good range of developmentally appropriate toys and resources. However, the nursery have identified through their own system of self-evaluation that the outside environment is not always as effectively organised and used by all children on a daily basis. They plan to develop their outside play space and ensure it is effectively used by all children, to further enhance every child's learning experience. Children's safety is protected through the settings robust recruitment, vetting and induction procedures, which ensures the suitability of the staff team working directly with the children. Children are cared for by a qualified staff team who work effectively together. Staff accurately maintain all necessary records and documents and use the clear policies and procedures to protect children's health and safety. For example, risk assessment records are used by staff to identify and minimise potential hazards and staffs' good knowledge of child protection further safeguards children from potential harm.

Strong leadership and management of the nursery results in a motivated staff team, where everyone has a clear vision and is committed to providing a quality service. The nursery promotes equality of opportunity, ensuring the inclusion of all children regardless of their backgrounds and beliefs. Staff work effectively with parents, carers, other providers and professionals to promote an integrated approach to children's care and learning. Children's individual needs are fully respected and valued because staff ensure clear information is continually shared and exchanged with parents and carers. Parents are kept well informed of their children's daily routines and progress through written daily reports, regular newsletters, notice board displays and accessible observation and assessment files. The use of a digital photograph frame also provides opportunities for parents to see current photographs of their children at play. Staff work well with other providers and professionals to ensure children with special educational needs and/or disabilities are fully supported. Effective systems are also in place to ensure the integration of children with English as an additional language. All staff are knowledgeable about children's home language, backgrounds and beliefs. Older children's linguistic diversity is valued, with the use of their home language being promoted and incorporated into their play. However, these effective systems have yet to be fully introduced with the younger children. The nursery thoroughly monitors and evaluates their practice and procedures through their robust self-evaluation. The system incorporates the views of all users and promotes continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in the nursery. They show confidence in their surroundings as they relate well to the dedicated staff team. Children's health and safety is protected through the nurseries effective practice and procedures. For example, the nursery is securely maintained and the vigilant, well-deployed staff team ensure children are constantly supervised. Effective health and hygiene routines minimise the risk of cross infection and children's health is further promoted through the provision of healthy meals and snacks. Children's social skills are promoted as they sit down to eat with their peers, excitedly chatting to their friends, which develops their communication skills. Children are beginning to learn how to maintain their own health and safety through the daily routine and activities. For example, children develop good hand washing practices as part of the routine from an early age and they are encouraged to dispose of tissues correctly after use and to then wash their hands to prevent the spread of germs. Children are cared for in different rooms according to their age and abilities. Consistent staff work in each room and the organisation of a key person system, ensures continuity of care for every child. Children's behaviour is predominantly good, with staff offering lots of praise and encouragement to develop their self-esteem. Children are encouraged to learn the difference between right from wrong because staff use developmentally appropriate strategies to manage any unwanted behaviour. Children's awareness of differences and diversity is effectively promoted through their play, discussions and activities. For example, children enjoy playing in the home corner which is set up to celebrate Chinese New Year.

Children are making good progress in their learning and development. They have great fun participating in a good range of hands-on learning experiences, which are planned in line with their interests. The effective use of observation and assessments effectively monitors children's progress from their starting points. Staff then use this information to identify and plan for individual children's next steps for learning. This results in purposeful, individualised learning for every child, enabling them to reach their full potential. Babies and toddlers enjoy investigating and exploring their play materials. For example, babies have lots of fun as they play with shredded paper, feeling the texture of the paper and listening to the noise it makes as they pick it up. Toddlers are challenged to think as staff engage in play with them, asking good questions. Children within the 'Tweenie' room recall simple songs from memory as they sing number rhymes and join in with action rhymes. Counting activities are incorporated into the daily routine for pre-school children. For example, they are encouraged to count how many children are within their group at diary time. Children freely access and use a range of programmable and electronic toys and resources. Planned activities within the pre-school room assess older children's skill level when using technology. Children independently access writing materials in all rooms, with babies using chunky crayons to make marks on paper and older children drawing on chalk boards. The accessible, well resourced rooms create an environment where children's learning is effectively promoted through play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met