

The Rocking Horse Day Nursery

Inspection report for early years provision

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Inspector	ISP Inspection

Setting address	c/o The Grange School, Tower Road North, Bristol, BS30 8XQ
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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 Day Nursery opened in February 1992 and is independently situated within the premises of the Grange School, in Warmley. Rooms, toilets and sleeping areas are allocated to provide appropriate facilities for all the age ranges. There is access to spacious outside play area. The proprietor also owns another nursery, which is situated in Bristol. The nursery serves the local area and is open five days a week, except for bank holidays. Sessions are from 7.30am to 6pm. Children attending are grouped into five areas according to their age and stages of development. Registration is for a maximum of 57 children from six months to five years. There are currently 71 babies and children on roll and this includes 38 who receive funding. The nursery supports babies and children with special educational needs and/or disabilities and others who speak English as an additional language.

There are eleven staff employed, all of whom have appropriate early years qualifications. The setting receives support from a teacher advisor from South Gloucestershire Council. The nursery is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare Register. There is appropriate access for adults and children with physical disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and babies make good progress in all areas of learning because the staff make sure that they give them their undivided attention. There is a strong emphasis on catering for the needs and interests of the individual child, although the range and quality of resources are not always sufficient. The children and babies are safe, secure and well protected and, as a result, they are happy and confident. The nursery has identified its own strengths and areas for development, and consequently, its potential to make further improvements is good.

What steps need to be taken to improve provision further?

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

- provide a suitable range of equipment and toys to meet the developmental needs of children and babies
- develop the environment further to encourage children to become more interested in familiar words and numbers, and to help them recognise, read and write them.

The effectiveness of leadership and management of the early years provision

The safety and welfare of the babies and children at The Rocking Horse Day Nursery are priorities for all the staff. There is always a member of staff on duty

who has the expertise to take on child protection responsibilities, and all staff have had appropriate training in safeguarding matters. There are suitable risk assessments in place, and staff can manage any hazards that pose a threat to the children's safety. Appropriate action is taken when babies and children are ill. Fire practices are carried out regularly and children are very aware of what to do to keep safe. All staff are vetted before taking up their posts; they are suitably qualified and have also attended further courses such as paediatric first-aid training courses. As a result, babies and children can play and learn in a safe environment.

The nursery's self evaluation is good because the staff take part in a quality-assurance scheme, which enables them to reflect upon the nursery's strengths and to plan for further development. They have rightly identified as areas for improvement the way in which the nursery promotes equality and diversity in the setting and also the way in which the staff work with parents and carers. However, staff value the uniqueness of every child, provide well for their needs and liaise with other agencies when necessary if a child needs extra specialist help. Staff seek the opinions of parents and carers, and do their best to respond to requests. As a result, parents and carers receive useful information informally about how their children are getting on and also in more formal meetings set up to discuss progress. Furthermore, staff try to make sure that the babies' and children's routines fit in with those at home. Therefore, babies and children feel secure and happy.

Planning and assessments of children's and babies' progress are good. Staff monitor their achievements, display them on the celebration walls and plan for the next steps in learning. Parents and carers are able to read about their child's achievements and discuss these with staff on a daily basis. They are able to contribute to the celebration of achievements by adding 'wow' comments about the things their children do well at home. In this way, parents, carers and staff work together to promote children's self esteem and enthusiasm for learning. Overall, the staff make good use of the environment. They take small groups of toddlers or children into a small room to play if necessary. Even though there is no opportunity for children to play inside or outside at will, staff ensure that they have ample opportunity to enjoy playing in the garden. The fenced-off area enables the toddlers and babies to play outside as well without being in danger from the boisterous play of the pre-schoolers. However, in some situations toys and equipment are of poor quality and in need of replacement and this does not encourage the children to take care of resources. For example, books are left on the ground outside and become even more damaged.

The recommendations made in the last report have been successfully addressed and the nursery's potential for further improvement is good.

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

The children and babies are safe and secure. As a result, they are happy and achieve well in their learning. The pre-school group are very confident and want to

chat about their activities. They show by their enthusiasm that they are well prepared for school and know what the next stage of their education will be. Toddlers eating fruit are eager to offer adults a piece of apple and sit together happily to enjoy snack time. Babies can crawl around the floor safely and explore and investigate the toys they have to play with. When playing outside, the pre-schoolers have lots of fun on the pirate ship, in the sand or riding around boisterously on bikes. They take risks and purposely fall off their bikes on the grass without hurting themselves. They are learning how to keep themselves safe and respond well when adults remind them to hold on tightly on the swing. In this way the children are helped to understand danger and how to stay safe.

All the babies and children are successfully learning simple health routines, such as washing their hands before eating and after going to the toilet. Adults talk to the toddlers whilst they are having their snack and remind them that the table has been cleaned and that 'We have washed our hands before eating our fruit, haven't we?' Children and babies have regular routines for having a rest, and staff comfort them by rubbing their backs to help them settle down for a sleep. Babies are very contented after having their nappies changed and show their pleasure by gurgling and smiling when adults make them clean and comfortable.

Children learn skills for future life and are learning to play and work well together. One child said to another 'I need your help' and was immediately helped by his friend to adjust his bike. Children cooperate and share when building with bricks or when playing with small models. They enjoy circle time, story time and group time when they can talk about the work they have done during the day. They are learning to solve problems, and toddlers put on their coats and wellington boots independently. Older children sort out matching boots and, when prompted by adults, think about whether they have their wellingtons on the correct feet. As a consequence, toddlers and children are willing learners. This is a significant factor in their development.

Staff support babies' and children's learning successfully by regular observations and assessments, and by the strategies for planning activities. However, not all areas of the nursery are well equipped and interesting so that children are inspired. Many resources are well worn and in need of care, attention and organisation. For example, equipment in the home corner in the toddlers' room is sparse and uncared for, and the dolls are grubby, undressed and without bedding. Consequently, opportunities to develop children's linguistic, mathematical, personal and social skills through role play are not fully exploited. The tank of tadpoles in the pre-school room is a very good resource for developing children's understanding of life cycles and the care of small creatures. However, rooms in the nursery have only limited displays to attract children's attention and make them aware of the written word and the importance of numbers. As a result, some opportunities to develop children's scientific vocabulary and knowledge and understanding of the world are not fully promoted.

All children in the nursery learn to make a positive contribution by helping to tidy up their toys and by joining in fund raising activities for Red Nose Day. This is a good factor in encouraging them to work together and to learn about caring for others.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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