

The Wooden Horse Day Nursery

Inspection report for early years provision

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Inspector	Rosemary Beyer

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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 Wooden Horse Day Nursery was registered in December 2010, after a change of ownership. It is situated on the outskirts of Wykeham village on the A170, close to the town of Scarborough. The nursery is included on the Early Years Register and compulsory part of the Childcare Register to provide care for 30 children under eight years of age, of whom no more than eight may be under two. There are currently 51 children on the roll. In the school holidays some older siblings attend. The nursery is open Monday to Friday from 7.45am until 5.45pm all year, apart from Bank Holidays.

The nursery is in a converted detached house and children use both the ground floor and the first floor. Babies are cared for on the first floor and have a sleep room adjacent to the playroom. Children over two years of age use the ground floor playrooms. There is a secure outside area to the front of the building.

There are eight qualified staff caring for the children. Most have degrees and all have at least National Vocational Qualifications to Level 3. A new, unqualified trainee has just been appointed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote all aspects of children's welfare successfully, ensuring they are safe and secure. The children are well engaged in the activities provided, and thorough planning and assessment ensure they are interested and have sufficient challenge. They are making good progress given their starting points, ages and abilities. There is an excellent working partnership with parents, which ensures they are kept informed of any issues relating to their child's care and learning. The nursery uses self-evaluation to identify key strengths and also areas for future development, which are then included in the action plan. Parents, staff and children are all consulted through meetings and questionnaires.

What steps need to be taken to improve provision further?

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

- develop the information available in the risk assessments to ensure children are safe.

The effectiveness of leadership and management of the early years provision

Although the nursery has only recently changed ownership, the staff team is well established and extremely well qualified. All staff work very well together, ensuring children are well supervised at all times. An effective induction and appraisal

system is implemented to support the staff and highlight any future training needs. Staff have all undertaken training to enable them to safeguard the children, and they have a good understanding of child protection matters and how to promote their welfare.

Well-written policies and procedures are in place, but are in the process of review to ensure they meet the needs of the setting to provide a safe and efficient environment for the children. These are made available to parents so they are aware of the responsibilities staff have when caring for their children.

Risk assessments are completed for all areas of the nursery but there is limited detail to show how risks are minimised. Daily checks of the premises and resources ensure children are safe. The premises are secure and a small enclosed area provides an additional safety feature at the main entrance to prevent accidents in the car park or on the road.

The nursery is very well equipped, with a wide range of resources available both inside and out. The children help themselves or ask for specific items if not immediately accessible, such as the parachute they want to use as a den. Through a well-planned but flexible range of activities, the children are making good progress. Staff monitor, assess and record their development to ensure any concerns are addressed and the next steps highlighted to support them.

All children are welcome in the setting, and staff have experience of caring for children with different needs. They have developed good relationships with specialist nurses and speech therapists to enable them to support the children attending.

The staff are building good relationships with other carers. The local school teachers are very supportive and invited the nursery children to join their Royal Wedding celebrations in the local church. Staff ensure the children going to the school are able to visit to ease the transition to full-time education.

Partnerships with parents are excellent, and all the parents spoken to during the inspection expressed great satisfaction with the care and education their children are receiving. They are confident the children are safe and secure in the nursery. They value the input they are able to make when children start to attend, when they discuss children's interests, and the fact they can make comments in the development files, with the ideas for next steps enabling them to become more involved.

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

All the children attending the nursery are settled and confident with the staff. They are happy to welcome visitors and keen to know why they have come. They also like to show and discuss the photographs of activities they have enjoyed, such as the visit to the church with the local school children to celebrate the Royal Wedding. Displays of photographs and samples of work on the walls show the

varied activities the children have undertaken.

During discussion, the children show a good understanding of the need to eat healthily, employ good hygiene practice, and have fresh air and exercise to keep fit. They clean their teeth after lunch to help remove food and stop decay. Parents provide packed lunches for the children and the nursery provides breakfast, snacks and a light tea. These well-balanced meals and healthy snacks, some of which the children help to prepare, are used to raise children's awareness of other countries and cultures and to promote their independence.

The children are able to enjoy a wide range of different learning experiences which support their development in all areas. They can help themselves to resources, and have a wide range of activities inside and out. They investigate puddles, becoming very wet and muddy, but also developing language to describe different textures of soil. The outside area also gives them some opportunities to learn about the natural world, but staff have not yet developed vegetable planting fully. They are growing potatoes, pumpkins and strawberries this year.

Babies are cared for on the first floor and are comfortable, happy and confident with their staff. They are starting to develop good relationships with each other and show concern if another baby is upset. A good range of suitable toys and resources are available. Their activities are recorded daily for parents and progress is included in a development file.

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	1

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