

# Hobby Horse Day Nursery

Inspection report for early years provision

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EY223229

**Inspection date**

26/09/2011

**Inspector**

Julie Wright

**Setting address**

17 Branson Court, Plympton, Plymouth, Devon, PL7 2WU

**Telephone number**

01752 202193

**Email**

**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*.

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## **Description of the setting**

Hobby Horse Day Nursery opened in September 2002. It operates from a three-storey building in the Plympton area of Plymouth, Devon. Separate age groups are cared for on each floor. The premises include a sensory room, kitchen and toilet facilities. There is a secure outdoor area and a sensory garden.

The nursery is registered by Ofsted on the Early Years Register, to care for a maximum of 42 children at any one time. There are currently 27 children on roll. The nursery is open Monday to Friday from 8am until 6pm all year round. It is in receipt of early education funding for children aged three and four years.

The owner has achieved a qualification in Early Years Professional Status. There are nine staff employed to work with the children, all of whom hold relevant childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and well cared for. Staff have a good knowledge of the Early Years Foundation Stage and organisation of activities and staff deployment are mostly effective in meeting the individual needs of children. Staff promote positive partnerships with parents and others in the interest of children's welfare. There are good systems in place to self-evaluate the effectiveness of the provision and staff demonstrate a good capacity for ongoing development.

## **What steps need to be taken to improve provision further?**

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

- develop further the opportunities for children to explore and share their thoughts, ideas and feelings through role-play activities
- review organisation to provide well-planned experiences which support young children to learn with enjoyment and challenge, with particular regard to group story time.

## **The effectiveness of leadership and management of the early years provision**

Staff are vigilant and highly conscientious about children's health and safety. The premises are very secure with rigorous systems in place to monitor persons entering and leaving the nursery. Management have robust vetting and

recruitment procedures to ensure that children are cared for by suitable persons. Induction and appraisal systems are thorough, which contributes to ongoing assessment of staff suitability. Staff demonstrate an exemplary understanding of the Local Safeguarding Children Board procedures. They regularly discuss safeguarding to ensure their knowledge remains up-to-date. They make thorough risk assessments and minimise hazards so that children are safely cared for at all times.

Staff provide a warm welcome to children and their families. They have a secure knowledge and awareness of children's needs and backgrounds. They reflect diversity and promote inclusion well. Children are becoming aware of similarities and differences in people's backgrounds. Staff use educational programmes to promote children's learning in a fun way. For example, children learn and repeat Spanish and Italian words. They also make and try foods with different origins.

The nursery offers a good range of resources and equipment which are in good condition and suit the ages and abilities of children being cared for. There is a varied range of role-play resources although these are not always fully accessible or organised to inspire children's imaginative play. Children's photographs and creativity are displayed throughout the nursery. This promotes their self-esteem and provides useful information for parents. The premises are arranged effectively to provide separate areas for different age groups and all children can access outdoor play on a rota basis. They can also access a sensory garden.

Staff have established positive relationships with parents. They share children's development records with parents and their contributions are valued. For example, parents complete 'Wow' cards and observations forms with details of children's achievements at home. Feedback from parents is good. They describe warm relationships with staff and pleasure in their children's progress. Staff seek relevant information from parents to promote children's development. For example, they seek key words for children who speak English as an additional language. The nursery has good links with local schools which helps children move on confidently and ensures continuity in their care and learning.

Management and staff reflect on their practice and successfully identify aspects to further improve outcomes for children. They have addressed previous inspection recommendations and made improvements, such as developing the outdoor play provision. Staff continue to attend childcare training courses to extend their knowledge and skills. This shows a strong capacity for continuous improvement.

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

Staff effectively plan programmes of activities to promote all areas of children's development. They successfully observe, assess and plan for each child's next steps. They also take account of children's interests when planning. Child-led play is widely encouraged throughout the nursery. This enables children to explore, investigate and discover things by themselves. Staff gently encourage, praise and

support children as they play. They provide good challenges to extend and promote children's learning.

Babies benefit from the close attention and support of staff. They feel very secure and smile happily at familiar faces. They enjoy crawling around and finding toys or objects to examine. They show interest in their surroundings. For example, they notice reflective surfaces and respond to different sound effects. They show good progress in their language development. They babble as they play and readily attempt to repeat new words. Staff maintain good eye contact and provide plenty of support. They have good awareness and respect for babies preferences. For instance, some babies prefer to sit next to staff on the floor, whilst others like to be on their lap.

Pre-school children develop good concentration skills as they listen to stories. They interact well with staff, contributing their thoughts and ideas as they play. Younger children select items, such as the containers they have made. They look with interest at the bottles containing differently coloured liquid and particles. They readily sit together to join in a bubble blowing activity at the table. This activity is extended as staff encourage children to think about what they can see and then 'draw' the bubbles. Children show a good understanding of technology and use the computer and mouse confidently. Writing materials are readily available to help develop children's earliest literacy skills. Staff use labels and pictures in all areas to help children see that print has meaning. In each group staff promote children's speech and language through specific activities and general play. Children take part in a wide range of creative play activities, using various tools, equipment and play materials. Pre-school children play well together, sharing, taking turns and having positive attitudes. Children are usually grouped according to age. However, occasionally they are grouped together, for instance, to listen to a story as staff prepare for the next activity. This does not work successfully due to the differences in children's ages. Younger children are not always engaged at this time and become distracted.

Children develop an excellent awareness of being healthy. From an early age they learn to look after their teeth and have scrupulous hygiene routines. They have individually named drinks, toothbrushes and freshly laundered cot blankets to prevent cross infection. They show very good awareness of food that are 'good' for them and benefit from regular fresh air and exercise. Healthy food and snacks are provided to meet children's individual dietary requirements. Children show a good understanding of the daily routines and behave well. They are very aware of safety as they carefully go up and down the stairs. They hold onto the handrails until they become confident and independent. They have an excellent awareness of safety routines. For example, young children ask an adult and then wait to be told that they may go into the next room. This contributes significantly towards children's safety. Pre-school children learn about road safety during outings. They enjoy visits from the police and fire service as part of the theme 'People who help us'. Staff reinforce children's learning about safety through the provision of replica uniforms for dressing up during imaginative 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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