

# Rocking Horse Nursery

Inspection report for early years provision

---

**Unique reference number** EY248043  
**Inspection date** 16/11/2011  
**Inspector** Karen McWilliam

**Setting address** 35 Norwood Avenue, Southport, PR9 7EQ

**Telephone number** 01704 231023

**Email**

**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Rocking Horse Nursery was registered in 2002. It operates from ground floor premises in Southport. The nursery serves the local and wider community. It is accessible to all children and there is a fully enclosed garden for outdoor play. The nursery is open Monday to Friday from 8am until 6pm, 51 weeks a year. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register. A maximum of 29 may attend the nursery at any one time, all of whom may be on the Early Years register. There are currently 34 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education to three and four year olds. The nursery employs 10 members of childcare staff and one cook. Of the childcare staff all hold appropriate childcare qualifications. One of these has achieved Early Years Professional Status, one has gained Qualified Teacher Status and one has a degree in childcare. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. A comprehensive self-evaluation identifies priorities for improvements and the capacity to improve is good. Partnerships with others are valued in the nursery, ensuring that the needs of all children are well met, along with any additional support needs. Most resources and systems support children's progress in their learning and development. As a result of this, children make good progress given their age, ability and starting points.

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

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

- Develop further systems that provide a summary of children's achievements to ensure their progression.
- extend children's opportunities for writing for different purposes, for example in the role play area
- provide resources that help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.

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

Children are safeguarded and well protected in the setting because the staff have a good knowledge of local safeguarding procedures. The manager ensures all staff

are well informed about child protection and she has the appropriate contact details available should she be concerned about a child. The setting has in place robust recruitment procedures to check the suitability of adults. Comprehensive risk assessments are in place and regularly reviewed. This means that children are well protected when using equipment and exploring the environment. Children are also further protected because the nursery keeps good records including accident, medication and attendance records.

The setting works hard to involve parents in their children's learning. Staff encourage parents to take home books or story sacks to compliment children's learning at home. They obtain useful information about each child, such as, what they can do themselves, as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. For example, parents contribute recipes and menus to ensure children can participate in activities, such as, baking. As a result, effective links are established and contribute to the warm and homely environment. Partnerships with other professionals are well established. The setting works closely with other practitioners during children's transitions into new settings. Therefore, children are well supported as they move on to their new nursery or school.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. However, systems to track children's progress over time are not fully in place, therefore, staff are not fully able to monitor children's progression towards the early learning goals.

There is a good range of resources for children to choose from, including, some technological toys, small-world and construction. However, resources do not fully represent the wider society in which children live. Therefore, staff are not maximising every opportunity to support children's understanding of the rich diversity of the world we live in.

The manager has a clear sense of purpose and cascades this vision to the committed staff team, to ensure the learning environment is well organised and stimulating. A self-evaluation form has been completed with the views of children, staff and parents taken into account to ensure targets for further improvement are identified. For example, the outdoor area was targeted for improvement and as a result is now stimulating with a wide range of exciting activities to test and challenge children's physical skills. Continuous professional development is a priority for the managers, resulting in a highly qualified and knowledgeable staff team focused on promoting good outcomes for children. Previous recommendations have been addressed effectively and promptly. For example, daily checklists are now in place for the bathroom and outdoors, contributing to a safer environment for children.

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

Staff naturally and spontaneously promote the six areas of learning. They challenge children's thinking by planning motivating activities based on identified

next steps in children's learning journeys. For example, children dig up worms when discussing minibeasts. They discuss how the worm feels to hold, its colour and features, then ensure they return it to where it was found because 'it might be away from its mummy'. Babies explore the different textures in treasure baskets and the bubbles in the bowl. Consequently, developing children's personal, social, emotional skills and knowledge and understanding of the world. Children fit shapes into the shape sorters or complete jigsaws, they pour and fill cups in the water play. As a result they develop good problem solving reasoning and numeracy skills. There are some opportunities for children to develop their early writing skills. For example, children can make marks with paints and crayons. However, opportunities for children who do not use the writing table are minimised because writing is not promoted, consistently, in ways that are meaningful to them. Children develop skills for the future as they are able to access the computer independently and program the robot.

Children benefit from warm and trusting relationships with the staff at the nursery, therefore, they are happy and secure. They confidently explore the play areas and snuggle in to their key worker for a cuddle when upset. Children are given good opportunities to handle a range of tools correctly, for example, they use the scissors to cut out caterpillars. Staff talk about road safety with the children whilst they are out and about and children consolidate their learning as they play on the zebra crossing in the garden. As a result of this, they are learning to keep themselves safe.

Children's good health is promoted effectively by the nursery. Children are learning to make healthy choices as they choose between pieces of fruit at snack time or pour themselves a drink of water. The staff further promote healthy eating by encouraging children to take home cartons of milk that are freely available in the reception. Most children are able to choose to be indoors or outdoors during most of the day and staff ensure that an hour of physical activity is encouraged daily. Children participate in energetic games and talk about the effects on their bodies with staff. For example, they discuss how fast their hearts beat after physical activities. Good hygiene practises are firmly established as children readily wash their hands before meals. This good practise contributes to children learning the importance of healthy lifestyles.

Children are very well behaved in the setting because staff are good role models and implement good procedures. For example, staff use a kind hands chart, lots of praise and clear explanations to help promote positive behaviour. Children are given responsibilities, for example, the chef helper sets the table and another helper collects the registers. Staff ensure that all children participate in this. As a result, children are learning about their needs and the needs of 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

<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	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
--	---

### 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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

