

Rocking Horse Nursery

Inspection report for early years provision

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Inspector Elaine Johnston

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Type of setting Childcare - Non-Domestic

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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

Rocking Horse Nursery is run by the Royal Liverpool Children's National Health Trust. It opened in 1994 and operates from four rooms in a purpose built building. It is situated in the grounds of Alder Hey Children's Hospital in West Derby, Liverpool. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 6.45am to 6pm all year round. All children share access to a secure enclosed outdoor play area.

There are currently 96 children aged from birth to under five years on roll. Of these, 18 children receive funding for early education. The nursery serves parents who work for the Trust. The nursery supports children with learning difficulties or disabilities and also supports children who speak English as an additional language.

The nursery employs 27 members of staff. All staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a well organised and welcoming setting, in which children are supported well to make good progress in their learning and development. A well developed knowledge of each child's needs means that all children's welfare and diverse learning needs are met; however progress reports to parents are sometimes inconsistent. Children are safe and secure and systems are in place to ensure that children are effectively safeguarded. Policies and procedures are in place and largely effective. However, key risk assessments and actions which have taken place to safeguard children have not been recorded. Regular self-evaluation processes are implemented by the management and staff and priorities for improvement are identified and acted upon.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all aspects of the nursery environment that need to be checked on a regular basis are recorded in the risk assessment. (Suitable premises, environment and equipment) 09/01/2012

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

- further develop relevant planning systems to ensure consistent motivating learning experiences for each child.
- ensure progress and achievements are reported consistently to parents

throughout the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of the signs and symptoms of possible abuse and are aware of the procedures to follow if they have a concern about a child in their care. There is a clear safeguarding policy in place which the staff share with parents and rigorous vetting procedures are in place to ensure that children are cared for by suitable adults. Indoor and outdoor spaces are organised effectively, creating a stimulating learning environment. Children are grouped effectively in appropriate age ranges, using a key worker system. Staff are deployed appropriately ensuring minimum ratios of adults to children are met and that children are always well supervised. Staff regularly assess risks to children and put practices in place to further protect children's safety. However, the risk assessment and associated actions undertaken by management to minimise the risk of the faulty door lock are not recorded.

Staff work closely as a team and are supportive of one another. Staff attend regular training to update their skills and knowledge and all staff hold an appropriate early years qualification. There are comprehensive policies and procedures in place to ensure that the children's welfare and safety is assured. The complaints procedure is accessible to parents at all times and contains details of the regulator to ensure that parents are fully informed. Staff are committed to improving practice and use effective self-evaluation to identify and implement clear priorities for the setting.

The setting places the promotion of equality of opportunity at the centre of its provision. Staff are highly effective in ensuring that all children are included and well integrated in the setting. This is demonstrated by staff ensuring that children learn sign language to support the communication of all children. This means that the development of children in relation to their starting points is good. Staff have an exceptional knowledge of each child's backgrounds and needs. Partnership working is strong which means that children receive relevant and important support at an early stage. This is reflected in the comments received from parents which include how pleased they are with the support and care provided to meet their children's diverse needs. Staff take time every day to exchange information about the welfare and development of children. Parents have the opportunity for daily summative updates and regular formal feedback on their child's progress, although this is not recorded consistently. Good organisation of resources throughout the setting means that children are provided with opportunities and challenges to meet their developmental needs. The use of displays, books, posters and other resources has created a welcoming and inclusive environment for all children. Consequently, the children demonstrate that they feel safe and secure, care for one another and are gaining rich experiences of customs and beliefs of others.

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

Children are very happy and settled in the setting. The staff team are caring and supportive which enables children to feel safe and secure and develop a strong sense of belonging. Children's understanding of safety is demonstrated through their play as they recognise and talk about dangers and how to keep themselves safe during activities. Good quality interaction and well organised routines help babies and very young children to become secure and confident in the setting. Babies and young children have good opportunities to sleep without being disturbed; this is a key part of their basic routine. There is a good range of stimulating activities for them to choose from. Emphasis is placed on children learning through play, exploration and fun which link into the six areas of learning and the five outcomes for children. Staff ensure a balance of adult led and child-initiated activities. This ensures that all children are able to participate in activities and consequently make good progress in their development and are motivated to learn.

Staff carry out weekly and more detailed monthly observations of children's progress and development. Observations are used to plan activities to support children's learning and development although planning is sometimes not recorded which means that the learning styles and priorities of children may not be met consistently.

Throughout the setting children are developing skills for the future through a range of activities. Older children explore technology whilst they successfully use a mouse and keyboard to complete appropriate educational software games on the computer. Babies explore their surroundings and activities confidently. They enjoy musical toys and show pleasure as they press buttons and shake toys to create a sound. Mathematical and scientific concepts are introduced during play in sand, water and other mediums such as soil and leaves. Children carefully compare the size of construction bricks to create a precise model. Children's language, communication and literacy skills are developing well as staff engage in story and rhyme time ensuring each child has the opportunity to join in. Staff take time to listen to the children and talk with them as they play. Babies vocalise in response to staff communications as they explore their environment with confidence. Children enjoy learning sign language in group time enhancing their ability to communicate with each other. Communication friendly spaces have been created throughout the setting indoors and outdoors. The children enjoy talking with one another and listening to stories in the spaces.

Children develop a range of physical skills and benefit from fresh air and exercise through daily opportunities to play outdoors. They develop knowledge and understanding of the world through role play and a stimulating environment depicting diverse aspects of life. Children create a Chinese restaurant and discuss many different foods whilst practising eating with chop sticks. They regularly use their imagination in role play and creative activities. Children develop hand eye co-ordination as they paint with brushes and use a range of writing and drawing implements. Children demonstrate a good understanding of good hygiene routines.

They routinely wash their hands before mealtimes and after messy play activities often without prompts. Children are provided with healthy and nutritious meals provided by the National Health Service Trust, prepared off site and delivered to the setting. The dietary requirements of all children are established from the outset and met. A weekly menu is shared with parents and displayed in the entrance hall. Children have access to drinking water at all times to enable them to satisfy their thirst as needed.

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	1
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	1
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