

# The Rocking Horse Club

Inspection report for early years provision

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**Unique reference number**

EY265392

**Inspection date**

12/12/2011

**Inspector**

Marina Anna Howarth

**Setting address**

Marsden Community Centre, Marsden Hall Road North,  
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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

The setting is registered under The Rocking Horse Club Pendle Ltd which forms part of the extended services of Walton Lane Children's Centre. The playgroup registered in 2003 under a management committee and operates from Marsden Community Centre, situated in a residential area in Nelson, Lancashire. Children have access to the main community hall, and enclosed outdoor play area. Sessions of care is offered weekdays from 9am to 11.30am and 1.00pm to 3.30pm. Full day care operates from 7.30am to 3.30pm during term time only, however, some holiday provision is available.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the setting at any one time. There are currently 39 children on roll. Children with special educational needs and/or disabilities are supported and included and children who speak English as an additional language. There are five members staff working directly with the children, including the team leader. All staff hold early years qualifications in childcare and education to a level 3 and above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's sense of belonging is expertly fostered through the child focussed, welcoming and stimulating atmosphere. Children make excellent progress in relation to their starting points and capabilities because the whole staff team provide exemplary care and skilfully plan activities to meet their individual needs and interests. An excellent balance of adult-led and child-initiated activities results in children being competent learners with a high degree of self confidence. They feel valued, safe and happy. The outstanding focus placed on self-evaluation and continuous improvement ensures that practices are constantly evolving to meet the needs of the children and their families. Highly effective partnership working with parents, carers and other professionals enables the setting to provide consistent, coordinated care.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to develop outdoor play and provide children with further opportunities to do things in different ways and on different scales.

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

The highly effective vetting and safeguarding procedures ensure children are well protected from harm. The robust induction procedure ensures that staff have a very clear understanding of their roles and responsibilities. Extensive risk assessments are undertaken to identify potential hazards, and these are skilfully adapted to ensure that the varying abilities and personalities of individual children are taken into account. All of the staff have attended safeguarding and first aid training which ensures they have an excellent understanding of their responsibilities regarding children's welfare and Local Safeguarding Children Board procedures.

Excellent consideration is given to ensuring that resources, the environment and all activities are organised to be accessible to all children. Staff have a thorough knowledge of each child's background and offer extremely good support, through discussions and activities, to help them learn about diversity. An identified member of staff specialises in coordinating the care of children with special educational needs and/or disabilities, and has attended training to support her in this role. Highly effective arrangements are also in place to work with children and families for whom English is an additional language. Visual aids are available and staff use basic sign language as well as learning some key words in children's home languages.

Exceptional leadership and management, along with highly effective team working, result in a positive, inspiring environment, clearly aimed at supporting children to achieve their full potential. Efficient systems and working practices support the staff to very effectively assess and monitor children's progress and to promptly identify any gaps in achievement. Planning fully reflects children's interests, learning styles and individual needs. As a result, all children make good, and many make outstanding, progress in their learning and development. Impressive arrangements for ongoing self-evaluation ensure that areas for improvement are identified and addressed. For example, the outdoor play area has been identified for further development; ensuring children are offered a wider variety of challenges to support their learning outdoors. In addition, the management team show exceptional commitment to staff training and development through attendance on training courses.

Parents and children are constantly consulted for new ideas and suggestions. Parents receive questionnaires, attend meetings regarding the service provided, and they are consulted in developing ways the service can be improved. This feedback is efficiently used to develop the service provided for the children. As a result, children benefit greatly from the relationship built between the parents and the staff. Partnerships with both parents and other agencies are extremely strong and a key strength of the provision. These steps contribute to great continuity of care for all children.

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

Children make excellent progress in all areas of learning because the staff are experts in using their wealth of understanding of the Early Years Foundation Stage to extend their learning and development. The exceptional organisation of the education programme ensures that children receive rich, varied and imaginative experiences that meet their needs exceedingly well. Thorough initial assessments ensure that staff are aware of children's interests and capabilities. Comprehensive observations and assessments then enable the staff to build on what the children know and plan for their continued development. Well-presented 'learning journals' illustrate observations linked to the six areas of learning, photographs of children engaged with a variety of activities and their artwork.

Children have access to a well-resourced, safe and stimulating environment, which effectively supports their individual learning through planned experiences and activities that are challenging but achievable. They are greeted by enthusiastic, caring staff who are committed to ensuring daily routines are filled with fun and laughter. Meticulous care and attention is placed in areas of learning to ensure that children are successfully supported in making progress towards the early learning goals. For example, magnifying glasses, and exploration kits enable children to go in search of mini beasts, which they study enthusiastically. They hold large snails which they describe as being 'soft and slimy.' A large interactive white board enables staff and children to operate the computer and display interactive games, where children are learning to recognise numbers and identify and locate different animals. Children explore their senses and create patterns as they use a variety of objects in shaving foam; they fill cups and exclaim they have made cakes. Impressive support is offered to promote children's problem solving, reasoning and numeracy skills. They count, compare, match, sort and sequence confidently. For example, they play with construction resources, then help themselves to rulers as they measure the size of their models, counting the number of centimeters. They are exceptionally well supported to develop their writing skills, taking part in a variety of activities to promote their pencil grip. They have access to an extensive range of resources to support them to recognise letters and numbers and many are able to clearly write their names. Younger children are learning to recognise their own name when they self-register on arrival. Children enjoy writing letters to Santa Claus and then place them in envelopes which they post and staff ensure that each child receives a response. Children thrive and thoroughly enjoy their time at the setting. For example, they dress-up as Santa Claus and walk around with a sack full of presents, which they distribute to their peers booming 'Ho, Ho, Ho Merry Christmas'. Children are actively encouraged by staff to look at the shape of their presents and guess what they may be. They wrap presents themselves in paper they have decorated with paints.

Children have a very impressive understanding of the need to eat healthily. They participate in a range of activities, developing their understanding about which foods are good for them and enjoy nutritious snacks and meals during each session. Their independence is fully promoted as they help themselves to food and prepare their own snacks, such as putting spreads on bread and crackers and

chopping fruit. Parents are consulted closely to ensure individual dietary needs are met. Children's health and welfare are successfully promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, all children show an exceptional understanding of the importance of following good personal hygiene routines as they automatically wash their hands after playing outside and before handling food. They wipe down tables and sweep floors and place litter in the bins without prompts. Children enjoy daily opportunities to engage in physical play both indoors and outdoors. They have access to a variety of clothing, suitable for different weather types. They create dens, explore and dig for worms and use their bodies to explore space, such as running and jumping. They are also taken on visits to the local park. Staff continually offer explanations as to why physical exercise is good for them.

Children's behaviour is exemplary, they are courteous and kind to each other and aware of the importance of taking turns and sharing resources. They use their manners and their positive behaviour and accomplishments are continually acknowledged by staff, through praise and stickers. All children show a strong sense of security and feeling of being safe in the setting, ably supported by its excellent practices. Children safely use a range of tools and equipment within the setting, such as scissors and clay modelling tools. Community police and lollypop employees visit the setting to discuss 'stranger danger' and 'road safety' which the children role play and discuss, creating their own model road display with road signs and crossings.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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