

Rocking Horse Childcare Centre Ltd

Inspection report for early years provision

Unique reference number	EY283280
Inspection date	20/01/2009
Inspector	Diana Pidgeon
Setting address	Kingsway Primary School, Kingsway, Kirkby in Ashfield, Nottinghamshire, NG17 7FH
Telephone number	01623 408330
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

The Rocking Horse Childcare Centre at Kingsway is one of eight nurseries in the same private ownership. It opened in 2004 and operates from three rooms in a purpose built single storey unit on the grounds of Kingsway Primary School in Kirkby-in-Ashfield. There is an enclosed outdoor play area consisting of hard and soft surfacing. The nursery is open each weekday from 08:00 until 18:00 for 52 weeks of the year excluding bank holidays. The nursery operates a breakfast and after school service.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 74 children under eight may attend the nursery at any one time. There are currently 59 children on roll. Of these 45 are in the early years range. The nursery is in receipt of funding for early education and supports children with learning difficulties and/or disabilities.

The nursery employs eight staff of whom six, including the manager, hold appropriate early years qualifications. There are two staff working towards a qualification. The setting is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

The nursery provides a welcoming environment where children of all ages participate in a good range of interesting activities that promote their learning and development. Staff work closely with parents and carers to recognise and meet children's individual needs so that they are all included. Good arrangements are generally in place to promote all areas of their welfare. The nursery demonstrates a commitment to ongoing improvement and is beginning to use self-evaluation as a tool to identify ways to strengthen practice.

What steps need to be taken to improve provision further?

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

- develop the risk assessments to cover any hazards children may come into contact with in relation to the nursery environment and regular outings such as the school run
- develop systems to maintain a two-way flow of information with other providers who share children's care
- ensure all areas within the nursery are well resourced and well maintained at all times to maximise learning and enjoyment for children.

The leadership and management of the early years provision

There is a clear management structure in place that effectively supports the smooth running of the nursery. Senior staff share some of the designated

responsibilities so that they play an active role in the setting. The manager is supernumerary and has sound systems in place to ensure suitable staff work with the children. Recruitment and vetting procedures are robust and staff have good opportunities to maintain and extend their expertise through training and support. For example, staff show a commitment to implementing the new systems of observing children and planning for their individual needs and receive support for this from their advisor and the wider nursery team.

Most aspects of documentation have been updated in line with the requirements of the Early Years Foundation Stage. Children's welfare is promoted through the efficient recording of accidents and medication so that an accurate record is held. Staff are confident to implement the safeguarding procedures in order to protect children. Clear steps are taken to ensure children are cared for in a safe environment as staff complete daily checks in their rooms and keep records of these. Where concerns arise a full risk assessment is completed, as are risk assessments for outings with the children. However, a comprehensive risk assessment of the building, outdoor area and routine trips such as taking children to school is not available.

The nursery is pro-active in implementing recommendations and any required actions from previous visits. They show a willingness to take on board advice and work cooperatively with others to enhance their practice. Self-evaluation is beginning to identify how they intend to make continuous improvements. Parents and carers have access to useful information about the nursery and are encouraged to share information with their child's key person so that individual needs are known. Information, such as the words to the song of the month, is included in newsletters and this helps parents to support their children's learning. Although the setting exchanges information with other providers to provide continuity in children's care this is less well developed regarding their learning and development.

The quality and standards of the early years provision

Children are happy and settled throughout the nursery and enjoy a wide variety of play that suits their needs and interests. Babies form good relationships with the staff who care for them so that they begin to feel confident and safe within the nursery environment. Staff understand and meet babies' routines for rest and ensure their comfort is met by changing nappies according to each child's needs. Toddlers have lots of opportunities to choose what they wish to do from the range of practical experiences available to them. For example, they fish for 'worms' in the water tray, dig in the sand pit, pour rice and cut pasta. Such activities keep children interested and staff use the opportunities to extend individual children's learning by encouraging colour recognition, counting and comparing size. Pre-school children benefit from an organised environment where they can move around freely to access a wide range of activities. For example, they have a host of messy and creative activities that are available to them throughout the day, ensuring they have time to complete projects in their own time and to revisit activities when they choose. All children enjoy singing and story times and many children choose to look at books independently in the comfy seating areas. Overall

the rooms are brightly decorated and staff make good use of photographs at children's level and wall displays to make the environment welcoming. Most activities are suitably presented although role play areas are generally not well resourced or attractively set out and therefore do not sustain children's interest. For example, in two rooms the play kitchen areas have little in the way of accessories such as cooking utensils or play food to extend children's imagination. Also pencil crayons are not always sharpened before being put out for use, meaning children have to search for those that work best.

All children have good access to the outdoor area and use this in most weathers. Staff set up a variety of activities and join in with children's games to teach them skills and promote their learning. For example, children practise their balancing as they jump across the stepping stones. They develop a good understanding of promoting their own health as they recognise when they are thirsty and help themselves to drinks. Meals and snacks are freshly prepared and provide children with a healthy diet. Staff maintain a hygienic environment throughout the day and are vigilant in wiping children's noses and ensuring hands are clean. Children's independence skills develop through pouring drinks and serving themselves with meals and snacks. They learn about the wider world through visitors to the setting and regular sessions with a yoga teacher and French teacher. Adults teach children to behave in ways that are safe and to be considerate to others. For example, in group times children generally sit still and take turns to speak and listen to others.

Planning for children's learning starts from observing the children and assessing what they can do. Key persons routinely observe each child and plan for their future steps in learning within the activities that are available. In every area children have continuous access to a good variety of play which enables them to access a full and varied curriculum. There is a balance of adult-led and child-initiated activities so that children are always purposefully engaged.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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