

# Rocking Horse Childcare Centre Ltd

Inspection report for early years provision

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**Unique reference number**

EY283280

**Inspection date**

24/04/2012

**Inspector**

Deborah Sanders

**Setting address**

Kingsway Primary School, Kingsway, Kirkby in Ashfield,  
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**Telephone number**

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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 Rocking Horse Childcare Centre registered in 2004. It operates from four rooms in a purpose built single storey unit on the grounds of Kingsway Primary School in Kirkby-in-Ashfield. There are two enclosed outdoor play areas consisting of hard and soft surfacing. The setting is open Monday to Friday from 8am until 6pm for 52 weeks of the year excluding bank holidays. The setting also operates a breakfast and after school service and holiday provision. The setting serves the local area.

The setting 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 years may attend the setting at any one time with a maximum of 12 children under the age of two years. There are currently 88 children on roll of whom, 69 are within the early years age group. The setting also provides care for children from eight to 11 years. The setting is in receipt of funding for early education places and supports children with learning difficulties and/or disabilities and children with English as an additional language.

The nursery employs nine members of staff including the manager. One member of staff holds a National Vocational Qualification (NVQ) at level 4 and is working towards the Foundation Degree in Early Years. There are Seven staff who hold a NVQ level 3 and one that holds a NVQ level 2. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

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

Overall the quality of the provision is outstanding.

Children make outstanding progress at this setting because of the exceptional quality of the provision which fully supports their learning and overall development. Staff have an excellent understanding of the Early Years Foundation Stage framework and how children learn and develop through play. Excellent partnerships with the host school, other agencies and parents ensure children's individual needs are met exceptionally well, including those children who have special educational needs and or/disabilities. The outstanding leadership team demonstrate a clear vision and ambition and together they have been very successful in evaluating and improving the provision for the children. Their ambitious plans for the future reflect high aspirations for this exceptional setting.

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

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

- providing nappy changing facilities for children over the age of two years outside of the baby unit.

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

Safeguarding procedures are excellent. The safety of children is paramount and they are very effectively safeguarded through high quality procedures. Staff attend ongoing training and demonstrate a comprehensive awareness of child protection issues including their duty to escalate concerns. Robust recruitment and vetting procedures ensure that a high calibre of staff are recruited and retained. Ongoing appraisals, supervision and team meetings ensure that all staff fulfil their duties, evaluate and reflect on their practice and contribute ideas for future reference. Staff are highly motivated towards improving their knowledge and skills with the result that the majority of staff are trained to an excellent standard. Regular risk assessments are carried out to ensure that equipment, resources and the environment are highly safe for children to use. The premises are very secure because there are excellent security arrangements in place.

Staff are exceptionally well deployed throughout the setting ensuring children of different ages are appropriately supported. A good range of quality equipment is available in all learning areas, although there is only one nappy changing area for the whole setting which is situated in the baby unit. Documentation to support children's dietary requirements are in place, while accident and medication procedures are robust and effective. Mandatory training, including first aid and fire safety are kept up-to-date, consequently, children's health and well-being are prioritised. Collaborative working with other key agencies is exemplary and excellent partnerships with the host school ensure children move on to the next phase of their education seamlessly and with confidence. Very well developed transitional arrangements ensure that children are prepared well for their entry into school, this is as a result of excellent information sharing and weekly visits into school. Inspirational leadership and team work ensures every child is supported and enabled in achieving their full potential.

Parents and carers speak very highly of the setting commenting that their children are happy, well cared for and making excellent progress. They appreciate the highly professional staff and the various methods of communication including newsletters and the one to one sessions that they are offered. Comprehensive evaluation procedures are effectively implemented and all service users are instrumental in influencing change. For example, parents and carers complete questionnaires and use a comments box to share ideas and give feedback. Parents are also invited to attend open evenings and introduction sessions. The premises are fully accessible and cultural diversity is recognised and celebrated through a variety of festivals. Positive attitudes are encouraged through the use of displays, toys, resources, themes and topics. Staff members take on specific roles and responsibilities while caring for children with special educational needs and/or disabilities. The leadership team make very effective use of self-evaluation in order to successfully realise their ambition for the pursuit of excellence in their setting. Staff constantly review their procedures and practices to ensure that improvements are regularly made to the provision. All issues raised at the time of the previous

inspection have been successfully addressed.

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

Children are highly curious and motivated learners who display excellent concentration skills and a wonderful disposition towards learning. For example, they sit captivated at story time listening attentively as staff bring the story to life. Children show competence with technological equipment. They use the computer to draw and to play a range of games using the key board and the mouse to negotiate around the screen. They use equipment and materials with skill and precision. For example, children use a range of bandages and slings to represent a doctors surgery. They are able to skilfully put a sling on an arm to immobilise it and bandage a head neatly and carefully. Inspirational teaching ensures that all the children are able to achieve their full potential. Their learning is undoubtedly extended. Staff are calm, patient and ask thought provoking questions to encourage children to think. Comprehensive assessment and high quality observations ensure children's progress is traceable and their individual learning needs are planned for and extended. Each child has a detailed folder that includes children's starting points and ideas to extend their learning. Careful planning ensures interesting topics are chosen but plans will often be adapted to follow children's ideas. For example instead of making fruit kebabs the children decided to use the fruit with paint to stamp and made their own designs on paper plates. Planning also reflects an excellent balance of child-initiated and adult-led activities.

On arrival children eagerly explore what is available, make their own choices of activity and are very familiar with the routines. Children's work is attractively displayed around the setting rooms, including photographs, of their engagement in activities that reflect all areas of learning. They show exceptionally good levels of concentration and interest as they work and play cooperatively together or independently. For example they use construction equipment to build a house and children work very happily together adding their own ideas of shape and colour. Staff interact exceptionally well and join in with children to draw out their learning, using very effective questioning, and by praising their efforts. All children are valued and treated with equal concern. A variety of topics are planned which encourage children to develop an awareness of their own safety. Daily opportunities to practise counting helps children to confidently develop their early number and counting skills. Children are learning to recognise their own names and most can self-register. Emphasis on early letter sounds means children can identify the initial sounds of their names. Relationships are excellent and as a result this has a very positive impact upon children's learning. Exceptionally warm relationships exist because key persons know and understand their children very well. Babies are developing very well and quickly settle when left by their parents. This demonstrates how secure they feel in the warm and caring atmosphere of the attractively resourced baby room. Resources provided encourage babies to explore and touch, and some are starting to toddle and to move independently and confidently around the room.

The atmosphere in the setting is very calm and children behave exceptionally well. This is because the staff have high expectations and appropriate strategies to productively engage children in learning activities and to encourage their positive behaviour. Children are very responsive and willingly approach staff when necessary, demonstrating that they feel very secure and safe in the setting. Children are developing outstanding social skills and manners. Staff encourage their independence very effectively by encouraging them to pour their own drinks and use their knife and fork at lunch time. Children follow excellent hygiene practices and wash their hands at appropriate times and fully understand why they do this. They can explain that they are hot because they have been running around outside. There is a strong emphasis upon the provision of healthy foods and teaching children the importance of nutrition. Children talk about their five a day and their favourite foods with confidence. There are daily opportunities for the children to be active in the outdoor area. They thoroughly enjoy learning new skills and using the playground equipment for climbing, sliding and balancing. All rooms have direct access to two designated play areas, one which is covered and can be used regardless of the weather. Children plant seeds and watch them as they grow. They also access oats, breakfast cereals and pasta in the role play area which provide enjoyable first-hand learning experiences where children can develop their senses such as touch, feel and smell. The high quality provision ensures that the children are exceptionally well prepared for the next stage of their education.

## 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	2
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	2
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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