

The Rocking Horse Childcare Centre Ltd

Inspection report for early years provision

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| Unique reference number | EY320387 |
| Inspection date | 28/05/2012 |
| Inspector | Janice Hughes |

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| Setting address | Surestart Childrens Centre, Broomhill Road, NOTTINGHAM, NG15 6AJ |
| Telephone number | 0115 9488914 |
| Email | |
| 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 Children Centre Limited opened in 2006 and is run by a private company. The setting operates from the Sure Start Centre in the grounds of Butlers Hill Primary School, Hucknall, Nottingham. It is on the ground floor and is fully accessible. The sessions run from 7.30am to 6pm for the nursery. The breakfast club runs from 7.30am to 8.45am and the after school club from 3.30pm to 6pm five days a week, all year round.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 62 children aged from birth to eight years may attend in any one session. Older children may also attend. There are currently 57 children on roll, of whom 16 are in the early years age range. At present, there are no children attending the breakfast or after school club that are in the early years age range. The setting supports children with special needs and/or disabilities. Children come from the local community and surrounding areas.

There are eight members of staff, of whom seven hold a relevant level 3 childcare qualification. The remaining staff hold at least a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and settled in this friendly nursery. Strong relationships are formed with children, each other, parents and other professionals. The environment provides an inclusive practice that is mainly well organised which helps children to make good progress in their learning and development. Documentation is good and regularly reviewed and there are mainly good procedures to ensure the health and safety of the children. There is a very good commitment to the self-evaluation process and the staff are identifying good areas for improvement.

What steps need to be taken to improve provision further?

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

- develop existing procedures to promote good health to prevent the spread of infection; paying attention to snack and meal times
- develop procedures and routines so that children have more control over their learning to keep their interest.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through very good supervision and effective policies and procedures. Detailed recruitment and vetting procedures ensure that adults working with the children are suitable to do so. Comprehensive risk assessments are carried out in all areas both inside and out, with daily checks being made and any necessary actions are put in place to minimise risks to children. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained. Very good procedures regarding the administration of medication protect children's welfare when they are ill. Accident and incident procedures are well managed, ensuring children's safe care at all times. Accurate records are maintained and regularly reviewed to ensure that safety measures comply with current regulations and guidelines. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection. There are good hand washing procedures and older children complete these independently. However, when the children are provided with their snack and lunch they use their fingers to help themselves to some of the food. Consequently, this may put the children's health at risk as there is the possibility of cross-contamination.

Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. Systems to identify areas for improvement are effective and a comprehensive self-evaluation is undertaken to enhance all areas of the provision. The management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. The recommendations from the setting last inspection have been successfully implemented. The children now enjoy the use of more technology and have a range of good opportunities to promote their play.

Parents are provided with high quality information about the early years provision through written information and the parent information pack. Purposeful systems are in place to include parents in children's learning and development. When children start an initial discussion and assessment takes place to obtain information about their child's interests and ability in order to determine their 'starting points'. This provides a two-way parent involvement. The nursery have systems in place to liaise with the children's other early years providers. For example, they have regular visits to the local primary school and pass on a written summary of each child's progress. They also liaise with other settings through network meetings and share information when attending training courses.

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

All children thrive in this delightful and child-centred environment. The bright and welcoming areas are well used to provide a resourceful balance of adult-led, freely chosen and child-led activities. Effective planning and observational procedures

ensures that children receive an enjoyable and challenging experience across the areas of learning. Children are progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. For example, the children talk about the different models they are constructing as they make cars. Children explain that the car "has lots of colours, it's long and mummy is sitting at the front". Resources are placed at a level where children can help themselves and make decisions about their play. However, the routine and constraints of snack time, carpet and outside times interrupts some children's play and, as a result, this restricts some children's independence and causes some children to lose interest in their play and learning. Younger children enjoy free painting and making swirling marks, they laugh as they sing popular songs using musical instruments. This helps children to develop their creative skills and to be active learners. Staff interact with children very positively, cuddling, smiling and mirroring young babies sounds. Babies are given time and encouragement to use all their senses to investigate. They become fascinated by the sounds made when buttons are pushed to make music on the activity cube and giggle when participating in 'tummy time'. Children with special educational needs and/or disabilities are cared for very well and the setting fully integrates these children into the activities and opportunities available.

Children's welfare, learning and development are effectively well supported in all areas of the nursery. Detailed procedures are in place to ensure children benefit from a clean and generally hygienic environment. Children's individual health requirements are understood and supported effectively; this ensures they develop a good awareness of the importance of personal hygiene. Children also develop a good understanding of safety issues and take part in frequent fire drills. This ensures they learn to conduct themselves calmly and safely in an emergency situation. Children use tools and utensils safely in activities because they learn to manage these responsibly. Staff also provide healthy meals and snacks, such as, strawberries and grapes and home made meals. Children make good progress in the physical area of learning and learn the importance of taking regular exercise on pedalled vehicles and the outside equipment. Behaviour is well managed in the nursery. Staff are consistent and fair when encouraging children to share and take turns and children work together very well. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They play with a broad range of toys and resources that reflect positive images of diversity and explore a range of festivals around the calendar year. For example, children learn about the festival of Chinese New Year.

Children love listening to stories, they suggest what might happen next and repeat some of the words from the story. They develop their language skills as they are encouraged to chat during play and participate in singing nursery rhymes. They enjoy mark-making and some children are writing their names accurately. Children are frequently supported to count and, as a result, they count by rote with confidence. They have opportunities to develop their early mathematical skills as they recognise and draw shapes, such as squares and circles, play games and participate in planned activities. For example, the children sort woolly balls by size

and colour with accuracy, in this activity children are developing good critical thinking skills. Children learn well for the future as they practise their information and communication technology skills by using remote control toys, as well as the computer.

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

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| 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

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| 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 | 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

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| 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

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| 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