

# Rocking Horse Nursery and Creche

Newbury Racecourse, Newbury, Berkshire, RG14 7NZ

<b>Inspection date</b>	16/05/2013
Previous inspection date	11/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children form secure emotional attachments with their key person because staff have developed good partnerships with children's parents.
- Children for whom English is an additional language receive good levels of support which helps their progress and learning.
- Changes to practice following the last inspection have improved outcomes for children, in particular with regard to safety and the provision for outdoor play.

### It is not yet good because

- The daily record of attendance does not include the children's hours of attendance which is a statutory requirement.
- Relationships with other agencies and settings are developing but as yet are not fully embedded in practice to fully support children's individual needs.
- Observations and tracking of children's progress is inconsistent across the setting. Some staff do not fully undertake robust tracking and some do not yet confidently match children's progress to the next steps in their learning.
- There is an unequal balance of adult led and child led play opportunities and a lack of accessible resources during some periods in the day which means that at some times

children are not purposefully engaged.

### **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector made several short and long observations of activities in all areas of the nursery used by the children on the day of inspection.
- The inspector spoke with the manager, a parent and several members of staff.  
The inspector looked at children's learning journeys, a sample of planning documentation, a selection of children's records and the nursery's policies and procedures.
- The inspector checked evidence of recruitment, suitability and qualifications of staff working with children.

### **Inspector**

Melissa Cox

## **Full Report**

### **Information about the setting**

Rocking Horse Nursery opened in 1992. It is owned and managed by Newbury Racecourse. Children are cared for in six main rooms within the nursery and have access to a large enclosed outdoor play area. The provider also runs an after-school club for children from local schools. During weekends when there is a race meeting on, the nursery provides a creche for parents attending the racing. The nursery is based within the race course complex, which is close to Newbury town centre. It is used by families who live outside the immediate area as well as those who live locally and in the nearby villages. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide 98 places, and there are currently 133 children attending who are in the early years age range. Children attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery opens five days a week from 8am and 6pm for 52 weeks of the year, with the exception of bank holidays and the period between Christmas and New Year. Twenty-five full-time or part-time staff work with the children. Of these, 22 staff have early years qualifications to level 3, and the setting employs an early years teacher. The setting receives support from the local authority. It receives funding for the provision of free early education for children aged two, three and four.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- keep a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person.

**To further improve the quality of the early years provision the provider should:**

- improve systems to track and monitor children's progress so that all staff are secure in what each child can already do and what they need to do next. Use this information to plan and provide educational programmes which ensure all children receive suitable challenge, make progress in their learning and development and have their individual needs met
- ensure any information requested by other professionals and settings working with the children is provided promptly in order to offer continuity in children's learning and development. Obtain and share information regularly to allow an effective two-way flow of information that informs planning and supports effective teaching
- review the routine of the day in the toddler rooms of the nursery to ensure that children have access to a balance of child initiated and adult led activities. Support this further by making available a range of resources and play equipment that is readily accessible and age appropriate throughout the day.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Staff have recently implemented new systems for observation, assessments and planning and there are suitable arrangements to identify children's starting points on entry. Staff gather information from parents about children's starting points which helps them to recognise children's individual needs when they first start at the nursery. Frequent observations give a useful pictorial record of children's time in the nursery. However, these vary in quality between the different rooms and some fail to provide sufficient information to give staff or parents an idea of where children are in their learning. For example, a focussed level of support is offered to babies and older toddlers as staff gather detailed levels of information and use it to good effect. This is not consistent in other rooms and staff in some of the older age groups do not always gather information that is specific enough to the individual children. This means that information used to determine children's next steps does not always inform a challenging or personalised learning plan to help children progress in the areas most needed. Children's learning journeys and the newly established tracking system, however, shows that children are making steady

progress towards the early learning goals and developing suitable skills in readiness for their transition to school.

Children in the pre-school and older age ranges enjoy a varied balance of adult-led and child-initiated activities mostly based upon their individual needs and interests. Staff suitably support children throughout the nursery to develop many of the skills they will need in later life. For example, they encourage children's language and communication skills through modelling words and inviting them to talk about things that interest them. They actively listen to children and ask some open-ended questions to extend their learning and develop conversations. Staff encourage friendships between children and remind them to share and take turns in conversation.

Support for babies is strength of the nursery and they make good progress in their learning. They thrive under the care and attention of their key person and enjoy an exciting range of activities that are tailored to meet their changing needs. During one activity babies are encouraged to explore photographs of their family. They giggle and laugh as they see relatives and people who are special to them, which supports their self-esteem and promotes strong feelings of belonging. Older babies experience similar levels of attention and enjoy investigating and exploring messy play experiences using their senses. They use their hands to touch and feel a messy play foam activity, moving their fingers and hands through the mixture as they make patterns. Physical development is well supported and staff clap and cheer when children start to take their first steps, aided by the resources staff have selected to help them gain confidence and the skills they need to walk. However in some of the other younger age groups, the planning and routine of the day is more focussed on working around adult planned activities. This means that children have less opportunity to engage in self-chosen play choices as the toys and resources are packed away by staff in order to prepare for the next adult led activity. This impacts on the amount of enjoyment children experience in these rooms, as they do not always have access to activities that capture their interest or that they fully enjoy. However, a suitable range of activities are offered and children enjoy the freedom to explore the outdoor areas or take part in group activities such as singing time or story time. Children also take part in a range of interesting outings to help them learn about the community around them, for example, visits to the nearby racecourse facilities.

In the pre-school room, children benefit from a good balance of free-play and adult-led activities. For example, they take part in regular small group activities where they focus and concentrate well. Children play games with staff and are learning to write and recognise their names, count and calculate as they join in with number rhymes; which promote skills for school readiness. They show great interest in nature and confidently recall watching the frog spawn develop into tadpoles, and talking about what will happen as they grow. Staff support children well and ensure that they enjoy their activities, joining-in with their conversations and sharing their interests. Recent improvements for the provision of outdoor play experiences ensure children are engrossed in a wide range of opportunities such as bug hunting and bird watching. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills.

Children who speak more than one language are well supported in the nursery. They are

actively encouraged to use their second language and can access dual language books and a range of resources to support them further. Staff have gathered information specific to each family and made colourful dual language posters and devised a word bank with a selection of phrases so as to help children learn as they play. The nursery has worked in close partnership with parents who have been welcomed in to read to the children in their home languages, promoting children's understanding of family heritage and the wider community. Support for those groups of children with additional needs is developing, but a lack of rigorous monitoring means that some actions set by professionals have not been fully acted on and improvements have not been closely tracked. The nursery is taking positive steps to address this.

Partnerships with parents are positive and parents state they are happy with the nursery and praise the friendly, approachable staff team. Older children's learning journeys are shared with parents to ensure they are included in setting targets for their child's future development and understand how to support their child's learning at home. In other rooms, verbal feedback is exchanged on a daily basis and this is supplemented by a written daily communications book for the youngest children, which both the key person and parents contribute to. This helps parents to feel involved in their child's learning and gives them daily details of the progress their child has made.

### **The contribution of the early years provision to the well-being of children**

Children appear happy and settled within the nursery, separating from their parents well and forming close bonds with the staff team. They are cared for in a warm environment by consistent staff who are gentle and who respond quickly to their needs. Children benefit as improvements to the key person system, introduced since the last inspection, now ensure that they are being cared for by consistent staff who work in each room. Parents are provided with information about their child's key person and their role, in the form of photographs, personal information, leaflets and daily chats. Individual routines are adhered to and children receive lots of cuddles and reassurance if they get upset, ensuring they always feel emotionally secure. Staff are warm and approachable, and flexible settling-in procedures allow new children to settle at a pace that meets individual requirements. Staff manage transition between rooms in the nursery well. They assess when individual children are ready to move on and discuss and agree this with parents. Arrangements are made for the child to visit their new room for short periods and their key person provides support to ensure they feel safe and ready to move on. Children's transition to other settings is suitably supported. Staff from local schools are invited to the nursery to meet the children moving into their care. Staff talk to children about moving on and work on developing confidence and independence skills. For example, children are encouraged to put on their own coats and change for their PE lessons. They learn to sit and listen attentively at circle time and assist each other in group activities.

Children stay healthy because the nursery follows good procedures and daily practices, which meet the children's physical, nutritional and health needs. Children receive a range of healthy meals and snacks and are, therefore, learning about how to follow a healthy diet. Food is freshly prepared each day and the nursery cook prepares nutritious meals

using fresh ingredients, which take account of children's individual dietary needs. The majority of staff are trained in food hygiene and follow appropriate procedures when preparing, or serving food. Meal times are organised well to be an enjoyable time for children and to promote good social skills. Babies are encouraged to feed themselves and staff are on hand to offer assistance as required. Older children are encouraged to develop their independence skills as they serve their own food and drinks. Children enjoy their meals and comment on the delicious food offered. Drinks are readily available to all children throughout the day and suitable procedures for nappy changing, the administration of medication and the treatment of accidents are in place.

Children learn about healthy lifestyles. They are encouraged to develop their personal independence such as toileting, dressing and hand washing, from an early age. They have daily opportunities to challenge their skills on climbing equipment, ride a variety of wheeled resources, and learn to become increasingly confident engaging in ball games. Staff encourage children's early walking skills by holding their hands and helping them to take their first steps. Resources are available to enhance these skills further such as baby walkers and low level play equipment that babies can stand at whilst they play. Older children also have opportunities to use the facilities at a local sports facility and they enjoy a range of active sports games to encourage and build their developing physical skills.

Behaviour within the nursery is good. All children engage well with staff and other children. Children respond well to the clear boundaries set for them and the staff share consistent expectations and set good examples themselves. This builds children's confidence and self-esteem. Older children are forming clear friendships as they play together. They learn about their own cultures and beliefs, and those of other people through well-planned discussions, books, resources and displays. Children develop a good understanding of personal safety. Staff encourage children to take safe risks as they climb trees in the garden or walk along the balancing beams. Children practise the evacuation procedures regularly and follow safety rules within the nursery, which helps them learn about risks and how to keep themselves and others safe.

Most rooms in the setting are well-resourced, with a range of resources and equipment which suit children's needs. Resources in the majority of rooms are stored appropriately and presented at children's height, which means that children can make independent choices in their play. However, some resources in the toddler rooms are out of reach or have been re-organised by staff during routines in the day. Although staff are on hand to fetch resources for the children when the time comes for free choice, the toys are kept in containers in the hallway and children have to rely on staff opening the doors and helping them to carry the toys into the room. In addition, some outdoor toys are not suitable for the younger children in this group as staff have not fully considered the developmental stage of the children in this age group. For example, children are provided with trikes but they are unable to reach the pedals as they are better suited for an older age range. This limits children's choice and enjoyment.

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

The manager and staff have suitable knowledge of the requirements of the Early Years Foundation Stage. They work well together as a team to ensure children are supervised to support their safety and well-being. Staff have a sound understanding of child protection issues and the procedures to follow in the event of concerns about children. They have completed safeguarding training. The nursery has suitable recruitment and induction procedures in place to ensure that new staff and trainees are clear of their roles and responsibilities. Procedures regarding the use of mobile phones and cameras in the setting are clear and implemented effectively. Staff carry out risk assessments on a daily basis in order to reduce any hazards to children. The staff undertake external and in-house training to ensure they keep up-to-date in changes in legislation and required training such as first aid training.

The manager has made several improvements to practice since the last inspection and actions and recommendations set previously have been addressed to a suitable level. The manager has started to monitor both the educational programmes and how staff deliver these by completing regular checks of assessment folders and by making observations of teaching in each of the rooms. While improvements have been noted, particularly in staff interactions with the children, there are still some areas to be addressed. For example, the balance of activities offered and the support for some groups of children. Opportunities for staff appraisals and regular meetings for staff are becoming more established. Staff have undertaken specific training to develop their knowledge of the regulatory framework. Observation, assessment and planning procedures, while improved, are still inconsistent and there are some gaps in development files. Methods used to monitor the effectiveness of policies and procedures are satisfactory. Documentation has been reviewed and a number of key policies and procedures have been re-visited by staff. However, staff have failed to maintain an accurate daily record of children's attendance as the current recording system does not always show the times children have attended. This is a breach of a statutory requirement.

Self-evaluation procedures are satisfactory and identify some of the changes the nursery has to make to improve outcomes for children. Support from the Early Years Advisory teacher and a consultant has aided further improvements. A training plan is in operation to promote good quality teaching and to highlight how staff are to complete additional training. Self-evaluation takes into consideration the views of children and parents and this supports the further identification of the nursery's strengths and weaknesses.

Friendly relationships exist between staff and parents. Information is exchanged through newsletters, notice boards, the nursery prospectus and verbally when children are dropped off or collected. The nursery has established some links with local authority and partner agencies to support the inclusion of children with additional requirements. The effectiveness of these partnerships are satisfactory overall as staff attend meetings and make some contribution to the plans devised to support children. However there is scope to improve this partnership working further, by responding promptly to requests for information and reviewing staff's progress in this area. There are some links established with other settings that children attend but these are still developing as are as yet not effective enough to provide consistency between settings.



## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	110619
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	886810
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	98
<b>Number of children on roll</b>	133
<b>Name of provider</b>	Newbury Racecourse Plc
<b>Date of previous inspection</b>	11/09/2012
<b>Telephone number</b>	01635 48969

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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