

Rocking Horse Kindergarten

Bromford Road, Birmingham, B36 8EY

Inspection date	11/04/2013
Previous inspection date	30/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff actively involve parents in their child's learning. Workshops, daily updates and photographs of children's activities makes sure that parents are well-informed, which encourages them to take an active part in their child's learning.
- Children with additional needs make good progress as they are well-supported by a skilled staff team.
- Staff are encouraged to increase their skills through training and sharing practice with other settings ensuring they provide good support for children throughout their learning.
- The nursery has a very wide range of good quality resources and toys which children freely access. This promotes their confidence and provides effective learning opportunities.

It is not yet outstanding because

- Opportunities for children to develop greater independence during meal times are not fully in place.
- Group discussion times do not always give children sufficient opportunities to share their experiences and knowledge.

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 took account of the views of parents, staff and children spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's activities and the interaction between staff and children with the manager of the nursery.
- A range of documentation that included children's assessment records, planning and policies were looked at by the inspector.
- The inspector held a meeting with the manager of the nursery.

Inspector

Susan Rogers

Full Report

Information about the setting

Rocking Horse Kindergarten Ltd was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries operated by the same owner and operates from purpose built premises in the grounds of Hodge Hill Girls School, Birmingham. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and three hold qualifications at level 6.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 88 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who have special educational needs and/or disabilities and who speak English as an additional language.

What the setting needs to do to improve further

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

- increase opportunities for children to develop greater independence by, for example, allowing children to serve their own food at mealtimes

- increase opportunities for children to participate in meaningful speaking activities by encouraging children to share their experiences and knowledge during group discussion time.

Inspection judgements

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

Staff understand the seven areas of learning and plan a balanced range of learning experiences for all children. These are linked to children's interests and their next steps in their development. A very good range of equipment is very accessible in the spacious play environment. This allows children to freely explore and enjoy their learning. Planning is comprehensive and is directly informed by children's assessments so they enjoy challenging activities. As a result, children are eager and enthusiastic learners. Babies enjoy exploring a well-resourced learning environment. Staff join in their exploration by sitting on the floor and helping children use activity toys that make a noise or move along the floor. They model words for children and ensure they link this to an object that the

child is using. Staff maintain eye contact with children and make sure they are readily available so that children benefit from their reassurance and a cuddle. This helps children develop effective good communication skills so they can make their wishes clear to staff. The organisation of furniture and equipment in the baby room successfully supports children's early walking skills. Children who speak English as an additional language make good progress as staff speak in their home language and ask parents for key phrases, which promotes children's communication skills and aids their understanding.

Toddlers and pre-school children enjoy role play opportunities and base their play on real life experiences. For example, they take orders, cook and serve 'food' at the pretend cafe. This encourages children to have conversations with each other as they describe what they are doing and to create their own stories. Staff support children's play by becoming part of their imagined scenario. They ask children well considered questions that directly link to their current activities. Staff also model language for children supporting them well as children increase their communication skills and extend their imaginative thinking. Circle time is used successfully to encourage children to listen and develop an understanding of text and their daily routines. Children's communication skills are therefore, developing well as there are lots of opportunities to talk to their friends and staff. Although there are further opportunities for children to participate in meaningful speaking activities by encouraging shared experiences and knowledge during group discussion time. This enables children to make good progress and provides them with effective skills as they move on to school.

Parents are encouraged to continue with their child's learning when they return home. For example, children take 'Travel Ted' and his diary home with them. Parents record their child's activities with 'Travel Ted' and include photographs. This provides interesting opportunities for children to discuss their home activities with their friends and extend their knowledge of the wider world. However, there is scope for staff to further encourage children to talk about what they know during group discussions. This supports children's growing ability to talk about their experiences. Creative opportunities are well explored. For example, babies enjoy using colourful markers to create interesting images on paper. Toddlers have ample opportunities to make marks using paper and pencils. This effectively supports their early writing skills.

Parents share their child's assessment records as these are readily accessible in the child's base room. They have opportunities to add to these and provide their own impressions of their child's learning. Planning is displayed and updated daily so parents are fully informed of the activities that include their child and included in their learning. Tracking methods in line with the early learning goals are developing well to ensure gaps in children's learning are planned for and quickly identified.

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

Children play in spacious well-planned areas where they have easy access to the outdoor play areas. All areas are well-organised so children find interesting play equipment, which encourages them to explore. The key person system works well as children form strong attachments with staff who know them well. Children gain in confidence as staff are

attentive to their needs and encourage them throughout their learning with praise and additional challenges. Children's interest in their learning is sustained as staff consistently add additional challenges. They know what comes next in the routines and eagerly wash their hands when they know lunch is imminent.

Children settle into the nursery comfortably as there are carefully considered steps that encourage them to enjoy their new surroundings. Parents are actively included as their child starts the nursery. Staff offer parents' home visits and gradual settling-in sessions which encourages children to feel safe and secure in their new surroundings. Staff share a well-presented induction folder with parents that contain photographs of their child's activities and information about routines. This helps parents to play an active part as their child settles into nursery. Children's transfer into a new room is also managed with sensitivity. Staff closely consult parents and ensure the move takes place when the time is right for each child. Children are gradually introduced to their new room through introductory sessions, which encourages their confidence and helps them to settle.

Children learn about a healthy lifestyle as they enjoy a wide range of food and regular drinks. Regular access to the outdoor area provides children with good opportunities to extend their physical skills. Children spend time in the fresh air and outdoor play is accessible throughout the day when the weather is suitable. They use wheeled toys and confidently climb steps before they use the slide. This enables them to recognise the benefits of physical exercise. Children grow in confidence as staff praise their efforts as they learn and discover new experiences. For example, as children work well together to colour in a template. Children's independence is encouraged as they put on their own coats prior to going outdoors. There is, however, room to extend opportunities for children to be more independent during mealtimes so they serve their own food.

Children behave well, take turns in activities and are starting to show consideration for others in their group. They are aware of the rules and enjoy the routines. They gain a sense of responsibility as they help to tidy away toys at the end of the session. This provides children with a sense of responsibility that helps them make a successful transfer into full-time school. Children are provided with a safe environment in which to play and gain an understanding of how to keep themselves safe through routine procedures, such as fire drills.

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

Nursery staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage Framework. They work well together as a supportive and motivated team who strive to provide positive learning experiences for all children. Regular room meetings encourage staff to grow in confidence as they actively contribute with their opinions. This enables staff to take part in driving forward all positive aspects of nursery practice. As a result, staff and managers are well motivated to improve all aspects of children's learning experiences. Regular training opportunities encourage staff to further develop their skills. Staff are also well supported as they pursue additional professional qualifications. Staff performance is carefully monitored through individual supervision and

observations of their interaction with the children. Self-evaluation is well-documented and reflects the achievements made by the nursery and planned improvements. This informs the action plan so that targets for improvement are measureable and achievable. The nursery staff have begun to share aspects of positive practice with other nurseries, which they find provides additional inspiration to drive forward further improvements.

Staff have a good understanding of safeguarding procedures and know how to identify and report concerns they may have about any child in their care. There are effective procedures that safeguard children both inside and during outings. Safeguarding awareness is included in staff induction and all staff are clear of the nursery policies and procedures. They attend regular training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. The comprehensive recruitment of staff ensures they are suitable for their role. As a result, children are kept safe from harm.

Parents speak positively about the nursery and feel their child has settled and is making progress. They are warmly approached by staff as they bring their child into nursery and collect them. Staff readily include parents in discussions regarding their child's daily activities. Skilful use of portable computers enables staff to show parents photographs of activities that involve their child on a daily basis. Parents are invited to regular workshops where staff show them the activities that provide their child with stimulating learning experiences that their child enjoys. Regular newsletters and a well-organised and informative entrance area thoroughly include parents. Policies are displayed so these are easy to access. Information regarding support for parents in their role is also very accessible. Links with the local schools are established, supporting children as they move from the nursery into full-time school. Strong partnerships are established with any other professionals working with children with special educational needs and/or disabilities. This provides a strong contribution to meeting children's individual needs. Staff also attend specific training that helps them support children who have an identified need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY392107
Local authority	Birmingham
Inspection number	909353
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	98
Number of children on roll	88
Name of provider	Simnir Ltd T/A Rocking Horse Kindergarten
Date of previous inspection	30/11/2010
Telephone number	01217836899

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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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