

Rocking Horse Kindergarten

Rocking Horse, Day Nursery, Giles Close, COVENTRY, CV6 4DZ

Inspection date

Previous inspection date

12/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The staff who work directly with the children are led by a very experienced senior team. Regular monitoring of the staff's practice and supervision ensures their ongoing suitability, enhancing the children's safety.
- Partnerships with parents are effective. They are invited to attend regular progress meetings and talk with staff about their children's development. Therefore, they can support their children's learning at home.
- Children's nutritional needs are exceptionally well enhanced and they really enjoy all of the meals provided by the nursery.
- Staff have a good knowledge and understanding of how to support children's development. Activities present the children with appropriate challenge, taking into account their interests and preferred learning environments. Therefore, children are making good progress.

It is not yet outstanding because

- There is room to extend conversations between staff and children by consistently asking the children open ended questions and encouraging them even further to think for themselves.
- Staff do not always maximise the very good opportunities for children to become fully independent and do things for themselves. With specific reference to cleaning up after messy activities, fetching their own resources and serving their own food at tea time.

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 observed activities in four play rooms and the outdoor play areas.
- The inspector spoke with the staff, parents, and the children at appropriate times throughout the day.
- The inspector conducted joint observations with the deputy manager.
- The inspector looked at children's learning journals, the nursery's self-evaluation document and a selection of policies and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Rocking Horse Kindergarten is one of two privately owned nurseries. The nursery opened in 1999 and re-registered in 2013 as a limited company. It is a privately owned purpose built nursery with dedicated rooms for different aged children. All facilities are on ground level. There is a large, fully enclosed outdoor play area. The nursery is situated in Holbrooks, Coventry. The nursery serves the local and wider areas in and outside of Coventry. All children have access to an outdoor play area. There is easy access to the front entrance, suitable for wheelchairs.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens each weekday throughout the year, from 7am to 6pm for 50 weeks of the year, excluding Christmas and public holidays. There are currently 53 children on roll, all of whom are in the early years age group. The setting employs 15 childcare staff, all of whom hold appropriate early years qualifications at level two and above. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- encourage children to think for themselves by consistently extending conversations by asking more open ended questions

- encourage children to clean up after themselves, fetch their own resources and serve their own food at tea time so opportunities for them to become fully independent are maximised.

Inspection judgements

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

Staff are aware of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff are qualified in childcare and they have good knowledge and understanding of how to support the children in their learning. They know how to assess children's learning and effectively use current guidance to determine what children need to do next in order to progress. Children's key persons undertake both planned and spontaneous observations of the children's learning. As a result of this practice, staff ensure children's interests and preferred learning environments are effectively included in future planning. Therefore, children are making good progress in their learning and development. Effective arrangements are in place to keep parents fully

informed and involved in their children's learning. This is achieved through staff sharing regular written notes in the form of daily diaries and weekly activity sheets with them. They also find out about their children's current stage of development through attending progress meetings, which are held at a time most suitable to them. In addition to this, staff regularly communicate with parents on arrival and collection. Staff encourage them to share what their children have been doing at home, including any new interests they may have.

Resources in the indoor and outdoor environment are well deployed and children have good amounts of space to play and be active in. Toys in the baby room are attractively presented in close proximity to them, therefore, encouraging them to explore their immediate environment. Children are based in rooms most suitable to their age and stage of development. They are cared for by a team of familiar staff, many of whom have worked at the nursery for a number of years. Therefore, children are confident and keen to be involved in the good range of activities that are on offer. Throughout the nursery children have good opportunities to select what they would like to play with and make decisions for themselves. Pre-school children are supported in making choices about what they would like to play with by discussing with staff what their options are. For example, staff discuss 'we can play in the home corner or you can ride bikes or draw with chalks on the tarmac area'. These developing decision skills help to prepare children in readiness for school.

Toddlers to pre-school aged children have opportunities to develop their skills in becoming independent. For example, older children are encouraged to serve their own food at lunch time and put on their own aprons prior to painting activities. Younger children are encouraged to begin to feed themselves and follow simple instructions, such as 'go and sit on the mat' or 'can you find a dolly and a nappy'. However, children's skills in becoming fully independent are not consistently applied. For example, at tea time staff serve their food and fetch more paint for them when they are keen to do it for themselves. Also, on occasion, staff discourage them from wiping away paint on the table that they want to clean up for themselves.

Children's language and communication skills are well enhanced. The children are very chatty and confidently talk to the staff, their peers and share their experiences with the inspector. For example, they like to talk about why they like coming to nursery and what and who they most enjoy playing with. For example, they share, 'I like my nursery and the bikes, the big ones'. Children are encouraged at times to think for themselves. For example, prior to the lunch arriving they are asked to think about what they need to do before they can eat their lunch. Children offer responses, such as 'eat my pudding', which creates some laughter with their peers. With further time and additional prompts from staff they correctly identify 'we need to wash our hands'. Therefore, children are learning about the nursery routines and becoming confident in the nursery environment. However, at times conversations between staff and children are not fully maximised. This is because at times staff do not consistently introduce open ended questions or encourage children to think for themselves.

Children learn about the world around them through the positive representation throughout the nursery of images of race, culture and disability. A range of languages are

also effectively embraced through written words and notices. Therefore, all children and their families can feel valued and included. Children also learn about other children who may be less fortunate themselves. They have opportunities to participate in fund raising events and support a range of charities. Conversations between staff and children include talking about children who are sick and have to stay in hospital for many months and how people's lives are affected depending on where they live. Therefore, children are learning about our differences, how to be empathetic and what they can do to help others.

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

Visitors, children and their families are warmly welcomed into the nursery by the friendly staff team and an effective key person system helps children to settle. Staff regularly talk to parents about children's overall health and well-being. For example, conversations include how the children have slept at home over the weekend and if they have had a good appetite. Staff caring for younger infants share a detailed written log of their sleep patterns, food intake, nappy changes and activities they have been involved in. Therefore, consistency in the care of the children is successfully promoted. Children who are less settled around visitors in the nursery, or are new to the nursery, are supported by familiar staff in a sensitive manner. For example, the baby room staff comfort them when they show signs of being shy. Consequently, this helps them to form attachments and prevents them from becoming upset.

Good settling-in procedures implemented in all rooms ensure that staff obtain relevant information about children's likes, preferences, routines and stage of development during short visits. Therefore, parent's knowledge of their children is valued. Parents are shown around the nursery in the initial stages, where they discuss and find out how their children's individual routines and needs can be met. Written information in the form of policies and procedures also provides parents with details on how the nursery operates. As a result, parents are fully informed about the life of the nursery.

Secure transitional arrangements fully support the children and their families as they move through the nursery and onto other providers or school. For example, familiar staff escort them to their new room and stay with them for short periods, helping them to settle. As a result, they engage in play and form relationships with the children and their new key person. With parental consent, staff share their knowledge and records of the children's overall development and care needs with their next provider. Therefore, promoting a consistent approach towards their education and care.

Children's behaviour throughout the nursery is good. Staff support them in learning right from wrong through a consistent approach. Children are made aware of the boundaries and the consequences of their actions in order to keep themselves and one another safe. For example, staff explain to them why it is not safe to climb on the tables and why it is better to run outdoors. Children are praised for a job well done, regardless of how big or small their achievements may be. For example, staff praise toddlers for attempting to get food onto their spoons and older children are praised for using good manners. Therefore, children feel good about themselves and are becoming polite individuals.

Personal hygiene routines are effectively implemented with children of all ages. For example, toddlers who have their nappies changed by staff on a changing mat are encouraged to wash their hands in the basin after being changed. Children's learning is further encouraged as staff sing to the children about washing their hands. Older children understand about the importance of hand washing and getting rid of germs. Therefore, this helps to protect them from illness.

Children thoroughly enjoy the food that is provided. Menus are well balanced and children's nutritional needs are exceptionally well promoted. There is a high emphasis placed upon the use of fresh produce and not using pre-prepared foods. Outdoor play is heavily featured in the planning of activities, children have many opportunities to be in the fresh air and exercise their bodies. The large outdoor area is organised according to children's age and stage of development. For example, younger, less mobile children play in a separate area to the older pre-school children. Therefore, all children can have access to challenging, physical experiences while keeping safe.

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

There is a good capacity for continuous improvement. Secure monitoring of the educational programmes ensures the staff are confident in delivering a variety of experiences that help children make good progress. The management team are experienced in identifying the nursery's strengths and areas for improvement, in order to improve outcomes for children and their families. For example, they effectively use tools, such as the early years rating scale, to improve the organisation of their resources. They are also beginning to introduce further monitoring to ensure the staff fully support the children's language development. Staff, parents and their children are effectively involved in the self-evaluation process. Through staff meetings staff are encouraged to share their views and parents and children are invited to complete questionnaires. Some children's views include that they were not very happy that they couldn't have ham like their friends. To overcome this staff ensured that slices of vegetarian ham are available on the days sliced ham is being served. Therefore, inclusion is effectively promoted and parents' wishes continue to be met.

Robust recruitment systems are in place to ensure that all staff are suitable to work with children. Thorough induction procedures ensure that new staff and students have a secure knowledge of their roles and responsibilities. A record of all staff Disclosure and Barring Service checks is maintained. Ongoing suitability of staff is assessed through supervision and appraisals and staff are encouraged to further their professional development. For example, each year they are provided with access to a variety of short courses. These courses include updating their knowledge on safeguarding children and first aid. Staff also have opportunities to pursue a particular interest. For example, staff can request and attend courses on working with children with autism and leadership and management.

All of the welfare requirements are met. The management team and staff fully understand safeguarding requirements and their responsibilities in the event of a concern about a child in their care. Information on the Local Safeguarding Children Board procedures is

easily accessible and the written safeguarding policy contains all of the required information. This policy and a range of other policies and information for parents are easily accessible. Designated staff have responsibility for checking the environment on a daily basis to make sure all areas used by the children are safe. Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals. Consequently, children with special educational needs and/or disabilities and children with English as an additional language can be fully included.

Secure arrangements are in place to work with other providers in the event of children attending more than one provision. Therefore, continuity in their education and care can be provided. Partnerships with parents have been effectively established. Parents spoken to during the inspection share that, 'the staff are lovely,' their children really enjoy attending and 'they share special relationships with their key person'. They also share they 'like that staff ask them what they are working on at home to enhance their children's learning'. For example, they share with staff they are encouraging good manners at home. Then in turn, parents feel staff effectively support their children in learning good manners in nursery too. Staff regularly inform parents of their children's achievements. Therefore, they are fully aware of the progress their children make.

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
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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	EY459971
Local authority	Coventry
Inspection number	908022
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	53
Name of provider	Simnir Ltd T/A Rocking Horse Kindergarten
Date of previous inspection	not applicable
Telephone number	02476 667855

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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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