

The Horseshoe Day Nursery

The Horseshoe, Follonsby Terrace, West Boldon, EASTBOLDON, Tyne and Wear, NE36 0BZ

Inspection date	27/09/2013
Previous inspection date	13/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children build secure attachments with the adults caring for them, which helps ensure children's emotional well-being.
- Staff use observations and assessment well to plan for children's next steps in their learning, so they make good progress in relation to their starting points.
- Staff are friendly and very approachable, they have good relationships with parents and regularly exchange information with them about their children's progress. This helps to effectively promote children's development and learning over time.

It is not yet outstanding because

- The use of open-ended questioning is not always maximised to increase opportunities for children to think creatively and critically.

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 children's play and staff interaction, indoors and outside.
- The inspector spoke to the registered person, manager and staff at appropriate times throughout the inspection.
- The inspector and manager undertook a joint observation of an activity.
- The inspector looked at children's learning journey records, planning documentation, the self-evaluation form, and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Nicola Wardropper

Full Report

Information about the setting

The Horseshoe Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the West Boldon area of South Tyneside and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from a single-storey building in a rural area and there is a fully enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status.

The nursery opens Monday to Friday for 51 weeks of the year, from 8am until 6pm. Children attend for a variety of sessions. There are currently 52 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- maximise the use of open-ended questions to enable to children to think more creatively and critically.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and as a result, children are well supported in their learning and development. Children's starting points are gathered from parents before the child starts at the nursery. This helps staff to effectively plan activities relevant to individual children's needs and interests. Planning is good and based on individual needs and interests of children. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. Staff have a good understanding of how young children learn and successfully provide opportunities for children to be active and curious learners. For example, staff provide a range of shells and stones for children to explore and investigate using magnifying glasses and their senses. This helps children to gain an understanding of the natural world around them. Staff are fully committed to planning for children's next steps in their learning in order to challenge them and help them make good progress in their development. The progress check at age two is fully understood by staff who successfully

report on how each child is progressing. Staff routinely track all children's progress and record their achievements. Subsequently, all children, including those with special educational needs and/or disabilities, and those with English as an additional language, are making good progress given their starting points and capabilities.

Children enjoy sensory play. Babies and younger children explore malleable materials, such as shaving foam. They build confidence in investigating the foam by carefully touching the foam with their fingers then happily spread it on the table with their hands. Older children demonstrate delight in the sensation of repeatedly squashing the jelly through their fingers. This helps children to develop their fine motor skills. Staff encourage children's early mathematical skills well. They help children count through number rhymes and support their understanding of changes in quantity when something is taken away. Staff provide good opportunities for children to gain an awareness of size. For example, children curiously look through binoculars at the horses in the field, adeptly identifying that they 'look bigger.' Older children eagerly use tape measures to compare sizes of objects within the environment. Staff understand how to stimulate children's interest well by using a range of props. For example, a member of staff asks 'What do you think I have got in my bag?' when conducting a planned maths activity. Consequently, children are highly engaged and sit and listen attentively, promoting communication skills. Staff effectively encourage babies' and toddlers' early communication by responding positively to their babbling and chatter. Younger children enjoy listening to a story with their key person. As a result, children form positive attachments and develop good communication and language skills. Older children build confidence in speaking by sharing what they have enjoyed doing at nursery with their friends in key group time. Outdoors, opportunities for children to use and develop their physical skills to climb, crawl and slide are provided by a piece of large climbing equipment. Staff provide fun opportunities for children to develop control and balancing skills. For example, children excitedly negotiate a course by balancing well on wooden beams to 'avoid being eaten by the sharks.' Children also learn how to negotiate space by controlling wheeled vehicles and running. Children have stimulating experiences to learn about the natural world around them and consequently learn how to care for living things. For example, they regularly visit the ponies in the neighbouring field and help to feed the ducks, nursery hamster and guinea pigs. They also help to grow plants and herbs in a separate garden area. Children learn about how things work and are curious and motivated to learn. For example, younger children look into the drain pipe to look for a ball and squeal in delight as they see it reappear as it rolls out of the end. Children are consequently motivated to repeat the action, embedding their learning. There are good opportunities for children to develop their imagination and staff understand how to nurture this by asking open-ended questions. However, this is not always consistent which means opportunities for children to think creatively and critically are not always maximised. Children's understanding of how things work and use of technology is encouraged through access to an interactive white board, computers and a range of resources such as battery operated musical instruments and 'cause and effect' toys. Children enjoy exploring messy and creative play activities, such as gluing and sticking and there are good opportunities for children to make marks throughout the whole learning environment. This helps to support children's early writing skills and helps them to be ready for school life.

The nursery has built very good relationships with parents and staff are committed to

involving parents in their child's learning. For example, parents are involved in contributing to their child's progress check at age two, which is also shared with their health visitor. They are also involved in their child's learning by contributing photos and home observations to their children's learning records, which they have access to at all times. Parents are regularly kept up to date with their child's progress by receiving regular summary reports on their child's stage of development and their next steps in their learning. Parents' views are sought and readily responded to. For example, parents have opportunities to complete an annual questionnaire. As a result, parents feel valued and listened to. Parents spoken to on the day of inspection, highly value the service that is offered and are very complimentary about the supportive and approachable staff and the 'homely' atmosphere. Parents spoken to also report that they are 'very happy' with the progress their child is making.

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

The nursery is very child-centred and welcoming. Children and their families are warmly greeted and consequently children separate with ease from their parents and settle well, happy to explore the nursery environment. Throughout the nursery there is a high priority placed on children's personal, social and emotional development and consequently children are content, secure and play cooperatively with their peers. The key person system is strongly established which means children form secure and trusting attachments with their key person who meets their individual needs well. Staff work closely with parents to ensure that children's well-being is given high priority and therefore their emotional needs are well met. Children who have special educational needs and/or disabilities are equally well supported. This ensures their individual needs are met and they do not miss out on any learning and fun opportunities. Staff are calm, caring and offer plenty of support and reassurance to the children who are new to the nursery. For example children are allocated key groups, helping them to feel part of a group. Children take turns to take a soft toy animal home to look after and a book to record their learning experiences at home. Parents contribute comments and photographs and children enjoy sharing this with their key person and other children. As a result, children feel settled at the nursery while sharing their experiences from home.

Staff are calm, respectful and good role models and promote clear and consistent messages. As a result, children have high self-esteem and are well behaved. Children understand expected rules of behaviour and listen carefully to instruction. For example, children readily respond when staff ask them to line up 'like a train' to go to the dining room whilst singing a popular action and rhyme song. This shows their understanding of regular routines. Staff ensure all children are aware of routines by displaying a visual routine. This helps to meet all children's needs and helps them to feel valued confident and secure. Staff gently remind and support younger children to tidy up, offering praise and encouragement for their efforts and achievements. Consequently, children have a willingness to join in, gain positive self-esteem and develop an understanding of responsibility.

Children eat their lunch in a separate dining area. The nursery cook provides freshly cooked nutritious meals which children thoroughly enjoy. Children have access to fresh

water daily. They develop a range of skills which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they should wash their hands before eating, 'to get rid of the germs.' Mealtimes are sociable occasions where all children are encouraged to help serve their own food, supported by staff. This helps to develop their independence and fine motor skills by using serving implements. Staff sit with children at mealtimes and help children develop an understanding of the importance of healthy eating by talking about the food they are served. For example, 'I like broccoli, do you? Broccoli is good for you.' This also encourages children to readily talk to each other and, as a result, they become confident communicators. Children are kept safe and their needs met as staff keep a records of each child's dietary needs before food is served to ensure these are addressed appropriately. Staff follow babies' home routines, which mean that they sleep and eat according to their individual needs. As a result, their emotional and care needs are met and they form secure attachments with their key person. Children's care needs are very well provided for with cosy areas for rest and relaxation in each room.

All children have access to a stimulating outdoor environment that promotes physical and communication development. For example, there are different surfaces and gradients for children to negotiate, a large climbing structure, a digging and investigation area, a field with animals and a planting area. Babies and toddlers enjoy outdoor play in their own dedicated space. Staff ensure that all children have daily access to fresh air and physical exercise. For example children comfortably enjoy outdoor play in the rain as they wear waterproof outfits and boots to go outside. Children play and learn in a safe environment as staff complete daily safety checks of the indoor and outdoor play areas. Staff deploy themselves very well within the indoor and outdoor environments to ensure that children are supervised and kept safe. Staff follow appropriate procedures to deal with any accidents appropriately and ensure children are reassured. Robust medication procedures are in place to help staff ensure children are kept protected. All information is recorded and shared with parents in a confidential way.

Staff work very sensitively with children and parents during all transitional times for children. They keep parents fully informed and ensure that the new key person has a clear understanding of the child's prior skills, knowledge and understanding. These moves are discussed thoroughly with parents to ensure that children continue to feel safe and secure. Similarly, children are well supported by staff to move on to other settings. Good relationships and systems are in place with local schools to enable children's move to school to be a smooth and positive experience.

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

The leadership team demonstrates a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. They also demonstrate a secure understanding of their responsibility in monitoring the educational programmes and how children learn. This is evident as children have access to a broad range of experiences and activities within the nursery that cover all seven areas of learning and, as a result, make good progress. Staff undertake statutory training, such as

safeguarding and paediatric first aid. This means children's emotional and health needs are effectively met. An effective programme of professional development has been quickly established to help staff further improve their knowledge, understanding and practice. The nursery has also accessed training delivered by the local authority. Through regular supervisions and appraisals training needs are identified. Peer observations have been introduced to encourage staff to reflect on and evaluate their own practice. Less experienced staff benefit from working alongside the manager and Early Years Professional who successfully model good practice. This ensures all staff are clear on their roles and responsibilities within the learning environment. Staff are well supported to plan effective activities and experiences to help children make good progress in their learning. They meet regularly as a team to discuss aspects of the nursery, educational programmes, share ideas and views. This helps to promote consistency in their approach and ongoing improvements.

The leadership team is reflective and evaluates the provision to identify aspects they could improve. This is evident as they have responded to all previous recommendations and made improvements. These improvements result in positive outcomes for children's learning and progress. Staff undertake effective self-evaluative practice which highlights strengths and areas to improve in the nursery. The leadership team are committed to self-improvement and value the importance of seeking suggestions and ideas from staff and parents.

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are very well met throughout the nursery as the leadership team have a clear understanding of their responsibilities in meeting these. Children are well protected in the nursery because staff have completed safeguarding training and have a good knowledge of the safeguarding procedures. They understand the policies and procedures for safeguarding children and are diligent and clear regarding their roles and responsibilities to ensure children are protected. For example, staff are aware of who to contact should they have a safeguarding concern. Staff deploy themselves effectively to ensure adult to child ratios are maintained efficiently both indoors and outdoors. Daily safety checks are carried out by staff to check the outdoor area is free from hazards. Written risk assessments are carried out before children are taken out to see the animals in the field and other outings. Consequently, children stay safe as the environment, equipment and activities are safe and suitable for children. Staff supervise children well and are alert in ensuring that children stay safe. For example, doors are secure and only authorised persons enter the building. Children are kept safe because recruitment and selection procedures for vetting and assessing the suitability of staff are robust and implemented. This is followed by in-depth induction for all new staff to ensure they are up to speed with current requirements and good practice. As a result, children are cared for and supported very effectively in their learning.

Parents are well informed of the progress their child is making and how they can further support their child's learning at home. Partnership with parents is highly valued and staff make every effort to ensure that parents are well informed of their child's learning and development at all stages. For example, daily communication books supported by verbal discussions at the beginning and end of the day keep parents informed of how their child has been and what their child has been playing with. The nursery is committed to further

developing partnership with parents and this has been successfully achieved by parent's regularly attending coffee mornings and 'Stay and Play' sessions. Good relationships with other professionals are firmly established and contribute well to supporting children's learning and welfare needs. These well-established partnerships with relevant professionals ensure any children falling below their expected level of achievement are fully supported. Children with special educational needs and/or disabilities are very well supported. Where appropriate, outside professional help is sought to ensure all children are included and aided to achieve to their full potential. For example, the nursery has recently contacted the speech and language team to support staff with strategies to help children. As a result, all children progress well in relation to their individual needs and starting points.

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	EY224879
Local authority	South Tyneside
Inspection number	877396
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	52
Name of provider	Horseshoe Day Nursery Partnership
Date of previous inspection	13/05/2009
Telephone number	0191 4698333

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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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Store St
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