

Hobby Horse Day Nursery

17 Branson Court, Plympton, Plymouth, Devon, PL7 2WU

Inspection date	06/12/2013
Previous inspection date	26/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 know each child well and plan to support their individual interests and effectively promote their learning and development.
- Children are eager to learn and concentrate well at their chosen task.
- Staff provide a safe environment for children to play freely.
- Staff are consistent in how they implement the behaviour management policy. Consequently children learn how to behave and play alongside their friends.

It is not yet outstanding because

- Children are not consistently supported with their independence at meal times.
- Opportunities to challenge more able children, through the use of resources are not extensive.

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.

Inspection activities

- The inspector observed the children in the playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the proprietors, manager and members of staff.
- The inspector sampled children's assessment records and procedures, including policies, and the settings risk assessments.

Inspector

Sally Hall

Full report

Information about the setting

Hobby Horse Day Nursery registered in 2002. The nursery is registered on the Early Years Register. It operates from a three-storey building in the Plympton area of Plymouth, Devon. There is an enclosed outdoor area and a sensory garden. There are currently 40 children on roll, all of who are in the early years age range. The nursery is open Monday to Friday from 8am until 6pm, all year round. The nursery receives funding for the provision of free early education for children aged two-, three-, and four-years. The proprietor has Early Years Professional Status. There are nine staff employed to work with the children, all of who hold relevant childcare qualifications. The nursery supports children with special educational needs and/or disabilities and children who are learning 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:

- extend opportunities to promote children's independence, for example, at meal times

- increase the range of resources to further extend and provide challenge for the more able children.

Inspection judgements

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

The staff plan effectively to cover the seven areas of learning and to support children's individual interests. When children first start, parents complete an 'I can do sheet'. This provides staff with a clear understanding of children's starting points to enable them to support children to make good progress in their learning. Staff complete regular observations and assessments and use these well to support children in their next steps of learning and development. The learning journals include some of the children's work and photographs of them at play. Staff share these with the parents to enable them to support their child's learning and development at home. Children listen and respond to instructions well. They are familiar with the routine for the day and confidently get themselves ready to go outside to play. Staff teach them to line up and move safely on the stairs. A 'special helper' is chosen each day in the toddler and pre-school rooms giving children manageable tasks to complete. They enjoy the responsibility, which supports their good self-esteem and confidence.

Staff interact well with the children, as they play and organise group activities well.

Children are confident to express themselves and talk about their family members and what they have been doing at home. They enjoy circle time and confidently ask for their favourite action songs to sing. Staff teach children to develop their early writing skills, providing good access to resources to support this. Staff encourage children to write letters and address envelopes, through role-play. Children enjoy writing their letters saying who they are for. Staff teach children to gain an understanding of the sounds that letters make and how words are made. They attempt to draw around letters and write their own names. The children enjoy listening to educational tapes sounding the letters that they hear and learning basic Spanish words. This helps children value differences and learn about the wider world.

Children enjoy a range of craft activities and concentrate well at their chosen tasks. Staff help them to learn problem solving skills by completing puzzles and to develop their early mathematical skills through counting, sorting and matching objects. Children confidently use the computer playing educational games. They enjoy role-play and dressing up and play well alongside their friends. They confidently select books to look at and will tell the story to their friends. Staff encourage children to take a book home each day to look at with their parents. Children enjoy celebrating festivals with the staff throughout the year, which increases their knowledge of the wider world and diversity.

Staff encourage children's language naturally as they play, using good questioning techniques to extend children's thinking. This enables them to become confident communicators. Children whose language skills are less proficient and those who have learned English as an additional language are supported by the staff using Makaton signs and using key words in the child's own language. Children receive consistent praise and encouragement. Staff show their delight when they see children making progress and overcoming hurdles that have been holding them back. This helps to support children's confidence in their own abilities. However, occasionally the more able children are not always challenged to build on what they know and can do easily. For example, the resources do not always provide enough challenge for the more able children to further extend their learning and development.

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

The children have a nominated key person. In addition, the staff know all the children well, which helps them to feel settled and secure. Staff gather information from parents to enable them to follow children's individual routines. Staff are consistent with how they deal with behaviour management. Consequently, children learn right from wrong and behave well. They learn the importance of sharing, taking turns and not to spoil each other's enjoyment as they play. Staff teach children to keep themselves and each other safe as they play, through clear explanations and good role modelling. Therefore, children know they must not run indoors and know how to move safely on the stairs when going outside to play.

Good hygiene is promoted throughout the nursery to minimise the risk of any cross infection. Children learn from a young age about their own self-care and confidently take

themselves to the toilet with gentle reminders to wash their hands. Children have cooked meals provided or they can bring a packed lunch. Meals are served in their own rooms unless the numbers of children are low and then they eat together. However, staff do not consistently promote children's independence. For example, allowing children to serve themselves food and drink. Staff prepare playrooms with toys and resources in readiness for when children have finished their lunch. Therefore, children are able to return to their play.

Children enjoy playing outside in the fresh air during the day, using the range of play equipment to support their physical development. Staff also take children on occasional outings to local places and the park. Younger children's individual routines are met. Children show they feel secure in the care of staff, snuggling into staff for reassuring cuddles. Staff have developed the organisation of the baby room to promote their physical development with step and slope apparatus. There are good systems in place to help children with the move to the next room, with introductory visits at different times of the day. Parents are informed of the planned move and who their child's next key person will be. Staff teach children the skills they need in readiness for starting school. Consequently, they are confident to introduce themselves and keen to learn.

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

The provider understands their responsibility in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The provider maintains appropriate staffing ratios. The staff work well together as a team. The majority of staff hold appropriate child care qualifications. Staff and students have a clear understanding of their roles and responsibilities. Risk assessments are completed and reviewed regularly, including a daily check on the outdoor play area before it is used by the children to ensure there are no potential hazards. The staff have regular supervision and appraisals to monitor their performance and identify any additional training that is required. There is a clear induction procedure in place for new staff to help them understand their roles and responsibilities, risk assessment and safeguarding children. As part of the induction, they are familiarised with all the policies including the 'whistle blowing' policy, health and safety and manual handling. The safeguarding policy includes the safe use of mobile phones and is implemented daily.

Staff supervises the children well at all times. There are good systems in place to ensure they cannot leave their room unattended and where children are during arrivals and departures. Visitors to the setting are recorded, so that it is clear who is in the building at any one time. All staff have completed safeguarding training and are clear of the procedures to follow should they have any concerns about a child in their care. In addition, staff know who the nominated person is that they must report to. All the staff have completed first aid training. Good systems are in place to record any accidents, and inform parents. The fire drill procedure is displayed in each room and appropriate equipment is in place in the event of a fire. The fire drills are regularly practised with the children, which means they are familiar with the procedures to follow in the event of an

emergency.

Parents receive a warm welcome on arrival and there is a good exchange of information about their child's day. Informative notice boards throughout the nursery provide parents with information about the nursery and the educational programmes. Parents are encouraged to look at their child's learning journals at any time, which means that parents can see the progress their children are making. Children have a home link book, which encourages the parents to share children's 'wow' moments or achievements at from home. The setting has good links with outside agencies to support children's individual needs. For example, staff liaise well with Portage and speech therapist. Staff share children's development effectively with parents to help ensure continuity of care and to provide a shared approach to children's learning and development.

The nursery links with other settings that children attend, including local schools to help children with transition. They have completed the Bristol Standard Quality Assurance Award and regularly monitor and evaluate their provision through their own self-evaluation and seek parent's views through questionnaires.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY223229
Local authority	Plymouth
Inspection number	945829
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	40
Name of provider	Cherrill Phillips
Date of previous inspection	26/09/2011
Telephone number	01752 202193

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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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