

Hobby Horse Day Nursery

Meadow Croft, Mosham Road, Blaxton, DONCASTER, DN9 3AZ

Inspection date

14/03/2014

Previous inspection date

08/06/2009

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

- Children are motivated and keen to learn in this welcoming nursery. They show high levels of curiosity and imagination and demonstrate positive relationships with their peers and staff.
- Partnerships with parents are trusting and strong, enabling the nursery to tailor the individual care and learning children receive, which contributes to the good progress children make.
- Children are confident communicators because staff encourage conversations, sensitively question them, and genuinely listen to children's thoughts and opinions throughout the day.
- Staff work very well together and there is a strong commitment to continuous improvement through ambitious targets and action plans.

It is not yet outstanding because

- Opportunities for babies to explore the world around them and discover natural materials and items with different textures are not fully nurtured through the provision of accessible resources for them to freely select.
- There is scope to enhance how books are displayed so that children can easily see the selection available to them.

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 had a tour of the premises with the manager.
- The inspector observed activities in the playrooms, outdoors and interacted with staff and children.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager, provider and several parents.
- The inspector looked at a range of documents, including children's observation and assessment records, evidence of training certificates, the register of attendance, and sampled policies and procedures.

Inspector

Catherine Mather

Full report

Information about the setting

Hobby Horse Day Nursery was registered in 2000 and is on the Early Years Register. It operates from purpose built premises on the outskirts of Blaxton village, near Doncaster. It is a privately owned nursery, which serves the local and surrounding communities and is accessible to all children. There are two enclosed outdoor play areas and children have access to extensive grounds including open fields. The nursery employs six members of childcare staff, all of whom hold appropriate childcare qualifications at level 3 and above. There are currently 31 children on roll and children attend for a variety of sessions. The nursery opens from 8am to 5pm, Monday to Friday, all year round except bank holidays. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance opportunities for babies to find out and discover the world around them by providing a range of everyday items and natural materials, such as, pine cones, sea shells, ribbons, brushes, jar lids, fabrics, scarves or wooden spoons
- review the organisation of books so that they are more appealing to children in order for them to independently access them, and to further support their early literacy skills.

Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and use this well to support children in their learning. All staff respond extremely well to children's individual needs and current interests, and guide their learning and development through positive interaction. This means that children enjoy their time at the nursery, they are confident and demonstrate high levels of involvement. For example, a group of children are involved in role play and are deeply involved in booking holidays. They approach the inspector and ask her where she would like to go, offering brochures and their own suggestions. They ask staff if they can help with the booking and thoughtful questioning of children helps them to use their problem solving skills. This sustained shared thinking helps children to be actively involved in learning, as they discover the process required for booking a holiday.

Teaching is good and children are making good progress in their learning and

development because they are supported by knowledgeable staff who understand how children learn. They benefit from a broad range of adult-led and child-initiated experiences, which enable children to become active learners. Children are happy and confident, and they enjoy their time in this welcoming and friendly nursery. Staff set out resources in interesting ways that promote children's curiosity and desire to investigate. For example, in the 'early years room' children explore shaving foam as they squirt it into the play tray. They choose a selection of cars, trucks and trains, enthusiastically driving them through the foam. They notice the tracks they make the difference in sizes and pattern. As a result, they recognise big things and small things in meaningful contexts, which supports their mathematical development. Children's good progress across the seven areas of learning means that they have the necessary skills needed for the next stage of their learning, such as starting primary school.

Children's starting points are identified through information provided by parents during settling-in sessions. Early observations by staff means that each child's key person can identify their level of ability, to ensure accuracy. Ongoing observations are effectively used and staff use the information they gather to identify next steps as they develop personal play plans. These take into account children's current interests, cover all areas of learning and parents keep staff informed about children's learning at home. The consistent evaluation of play plans means that staff effectively identify any emerging gaps in children's learning. Once identified, staff work in a timely manner to close them. Parents are also involved in the progress check at age two and this informs them about their child's development in the three prime areas of learning. This is used to identify any gaps in learning so that action can quickly be taken if necessary.

Children's communication and language is promoted well throughout the nursery. They enthusiastically join in conversations, enjoy singing and sharing news with each other. Children enjoy regular adult-led story sessions, they listen well and engage with the story. Staff skilfully ask children open-ended questions and give them time to reply, which promotes their thinking skills and allows them to make predictions about what will happen next. Staff sit close to the children in order to share the illustrations and involve them in the narrative. Children clearly enjoy books and understand that print carries meaning. However, opportunities are not always maximised because books are not always displayed effectively to entice children to choose them independently.

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

Children's emotional well-being is fostered through warm and positive interaction from staff. This means that children settle well within the nursery and form strong attachments with their key person. Parents are fully aware who their child's key person is and liaise with them on a daily basis, regarding their children's routines and what they have enjoyed doing. Staff are good role models and are deployed well both indoors and outdoors, to provide continuous supervision of children which contributes to their overall safety and welfare. Children demonstrate good behaviour and through gentle reminders learn to play cooperatively with their peers. Staff encourage children to think about their own safety, as

they discuss what may happen if children do not sit on their chair correctly. Furthermore, children routinely wash their own hands before meals and manage their personal hygiene well, in line with their age and stage of development.

The nursery promotes a healthy lifestyle. Children eat freshly prepared meals including vegetables that they have grown in the nursery garden. Children are supported by staff to grow fruit and vegetables in the warmer months before harvesting them. As a result, children learn about planting and growing as they learn where food comes from. This supports their understanding of the world as they begin to understand growth, decay and changes over time. Outdoor play is incorporated into daily routines and children benefit from nature walks in the extensive fields within the nursery. For example, as they walk through the fields to see the chickens and the goat, they look in hedgerows and identify insects, trees and leaves.

Children display good levels of confidence and self-esteem. They communicate their preferences and move around the nursery with confidence and engage in a good range of learning opportunities. However, in the baby room these opportunities are not always fully maximised because there are fewer more natural, tactile resources and they are out of reach, or not always suitably stored in order for babies and toddlers to freely choose.

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

The management team has a secure understanding of their responsibilities in meeting the learning and development requirements. All staff hold childcare qualifications and discuss their training needs at regular staff meetings. The manager is able to identify strengths and areas for development when observing staff's individual practice. Self-evaluation identifies the strengths of the nursery and areas for future improvements to enhance what the nursery already offers, such as the extensive outdoor areas being developed further. Overall staff have a good understanding of what constitutes good teaching and learning. The deputy manager checks children's development files and discusses children's progress with staff regularly. She reviews the tracking documents and adapts them when necessary to ensure they clearly show how children are making progress across all areas of learning.

Children are safeguarded well in the nursery because staff have a clear understanding of their roles. They have all received safeguarding training and know who to contact if they are worried about a child's welfare. The manager is clear about recruitment procedures and staff are subject to identity checks to ensure they are suitable to work with children. Partnerships with other professionals are securely in place. Staff work closely with speech and language therapists and local authority support workers to meet children's individual needs. Parents are invited to attend multiagency meetings to ensure that all parties are working cooperatively in the best interest of the child.

All parents spoken to during the inspection are very happy with the care and education their children receive and highly recommend the nursery to others. They also state that their children enjoy their time at the nursery and they feel that staff are friendly and

welcoming.

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	318113
Local authority	Doncaster
Inspection number	872045
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	31
Name of provider	Margaret Cavanagh
Date of previous inspection	08/06/2009
Telephone number	01302 772605

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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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