

Horseshoe Day Nursery

Sandowne Racecourse, Portsmouth Road, Esher, Surrey, KT10 9AJ

Inspection date

24/03/2014

Previous inspection date

26/04/2013

The quality and standards of the early years provision

This inspection:

3

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- A good range of interesting, stimulating activities are available. The good access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- The manager has ensured that staff have received comprehensive training to support fully their understanding of the setting's safeguarding policies and procedures and to ensure that they effectively safeguard the children in their care.
- Children make good progress from their initial starting points as a result of the good opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

It is not yet good because

- Staff do not always encourage children's self help skills during meal times.
- Resources are not always readily available during focus activities to enhance children's learning experiences.

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 the main playrooms and the garden.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked staff's suitability checks and the settings safeguarding policies and procedures.
- The inspector conducted a joint observation with the manager.

Inspector

Rebecca Hurst

Full report

Information about the setting

Horseshoe Day Nursery is one of a group of nurseries run by Bright Horizons since 2012. It operates from three rooms in two converted Georgian buildings in the grounds of Sandown Park Racecourse in Esher, Surrey.

The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. Children have access to enclosed outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 109 children on roll, all of which are in the early years age range. The nursery gets funding for the provision of free early education to children aged three and four. The setting supports children with learning difficulties and/or disabilities as well as those with English as an additional language.

The nursery employs 28 members of staff to work directly with children, of whom 23 hold an appropriate early years qualification and three are working towards a recognised qualification.

What the setting needs to do to improve further

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

- organise focus activities better to make sure all resources are readily available to enhance children's learning experiences
- extend opportunities for children to be independent at meal times by encouraging their self-help skills.

Inspection judgements

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

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Staff plan effectively which enables the children to make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experience. Staff invite the parents into the nursery to talk with them about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Detailed progress reports and the required progress checks for two-year-old children are

shared with the parents. This enables them to see the progress their children have made.

Staff provide a high standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children are prepared well for the next step in their learning.

Staff support children well when moving between base rooms and carry out these according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. Staff work well with the parents to meet children's individual needs well. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning. Children enjoy snuggling into staff when tired and needing some reassurance during play.

Staff encourage children of all ages to enjoy reading books and readily choose their favourites to read with an adult. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers and older children use descriptive words to describe the story line. Consequently, children show confidence in communicating and are developing their vocabularies and spoken language well. Older children use books as a reference tool to learn about new subjects. Children find a dead bumble bee and staff promote children's learning well by suggesting looking at it through the microscope. Children find a book on bees to look through. They work well together to take turns to look at the bee close up and refer to the book to learn more. This enables children to learn about the wider world around them. This also shows the good quality teaching to promote the children's learning through their interests.

Staff support older children's communication skills, and their personal, social, and emotional development well. The manager and her staff are skilled in asking the children useful questions to get them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing. Staff support very young children well with new emerging skills such as walking or crawling. Staff make sure floors are kept clear to allow children to practise and develop their physical skills.

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

Staff demonstrate a positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff show a sound understanding of each child's needs and have detailed information about their individual requirements. Staff work closely with other agencies caring for the children to complete individual educational plans in order to support the children's progress towards the early learning goals. Realistic targets are set for the children to work towards and staff plan good quality activities for the children to participate in to support and promote their

learning and development. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these reflect their cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live.

The management team and staff have taken action to improve children's safety following an incident during a fire drill, when a child went missing. They have now reviewed risk assessment, the security of the setting and the evacuation procedures to help ensure this does not happen again. Staff teach the children about their own safety and thinking about safety around them. Children are fully aware of how to use stairs safely when moving from the different learning areas. They carry out their own risk assessments on resources to make sure they are safe for them to use. This good quality teaching promotes children's safety.

All children learn about good hygiene routines through washing their hands at appropriate times; for example, after messy play and before snack and meal times. Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing a good understanding when serving their meals. However, staff do not consistently promote children's self help skills and their physical development. This is because staff set the tables and clear away their plates after they have finished their meals, rather than encouraging children to take responsibility.

The well-stocked garden has resources that successfully promote and enhance the children's physical development. Digging areas, forest schooling and the good quality outside resources provide ample opportunities for them to explore and enhance their learning. Staff show children how they can use building blocks and tyres to enhance their physical development, such building an obstacle course with the tyres and planks of wood and learning how to balance when walking over them. They ask children to solve problems about how they will move from one area to another. This encourages children to use their imagination as well as learning about their own safety. Although there are a good amount of resources to promote the children's learning and development during focus activities, staff do not always prepare these in advance, so children have to wait to take turns with resources. Also during some activities, staff do not provide sufficient resources to extend children's learning experiences. For example, after children make play dough, there are no cutters provided to enable them to experiment with the product they have made.

Staff work closely with the parents to find out about the children's individual needs. This information is then used successfully to settle them into the setting. All staff are consistent in their approach to behaviour management. They teach children clear and concise boundaries are taught very well to the children and they fully understand them. Good strategies are in place to teach the children how to work together, such as using words such as kind hands. Given the children's ages and stage of development they are all well behaved.

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

The inspection took place following a notification from the provider about a child leaving the setting during a fire drill. The child was found after a head count was carried out when the children re-entered the building. The usual procedures were not followed and the premises were not secure enough to prevent this from happening. This was a breach of welfare requirements. The manager and the regional manager notified Ofsted as part of their legal obligations to do so within the required timeframe. A robust investigation was carried out according to the setting's policies and procedures and the manager to investigate the concerns. As a result of the investigation managers have changed the fire drill policies and procedures and have made changes to their risk assessments. A gate has now been boarded closed so it cannot be used and the premises are now secure. Fire drills are now carried out on a weekly basis to embed the new practice for the staff and for the children.

Leadership and management of the setting work with staff and parents to bring about the positive learning outcomes for all children. Documentation is maintained and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are implemented. This includes a whistle blowing policy and procedures to notify relevant agencies of concerns. These are regularly updated to reflect changes in legislation and to clearly underpin the nursery's practice.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions, one to one meetings and appraisals to assess their work and to look at further training opportunities. Staff attend regular training, through the local authority and the nursery chains own education team, to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas they are currently working on. The parents share their views on the nursery and the manager gathers the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users.

All staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by all staff. A strict mobile 'phone policy is adhered to by all staff. This promotes the safety of the children.

Staff work closely in partnership with the parents. Parents regularly share with the staff what they have been doing at home, which is used very successfully by staff to enhance the children's individual needs. Staff complete detailed developmental reviews on the

children so parents can see the progress they are making. Detailed daily books allow the parents to see what the children have been doing during the day. This provides good continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY374141
Local authority	Surrey
Inspection number	962172
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	88
Number of children on roll	109
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	26/04/2013
Telephone number	01372 473970

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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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