

Simnir t/a Rocking Horse Kindergarten

Hollowell Way, Brownsover, Rugby, CV21 1LT

Inspection date	15/05/2014
Previous inspection date	Not Applicable

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

- Teaching is good overall. Staff understand how to promote children's learning by organising the environment and resources to enable children to develop independence, curiosity and the ability to explore.
- An effective evaluation and monitoring process is in place to support the nursery to identify areas to develop and continually improve.
- The manager has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This means that children are exceptionally well protected from harm and kept safe at all times.
- All staff have high expectations of all children and work closely with parents and other professionals to ensure all children make good progress in all areas of their learning.

It is not yet outstanding because

- There is opportunity to disseminate the excellent teaching skills observed throughout the nursery to all staff.
- Opportunities for babies and toddlers to explore their senses are not fully maximised in the outdoor environment.

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 three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision, the nominated person and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Laura Waller

Full report

Information about the setting

Simnir t/a Rocking Horse Kindergarten was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-old children. The nursery operates from a former community centre in Brownsover, in Rugby. It is one of three settings managed by a private provider. The provision serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. There are currently 46 children on roll, all of whom are within the early years age range. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications. The provision is open Monday to Friday, 7am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. The setting is able to support children who have special educational needs and/or disabilities and those who speak English as an additional language. 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:

- cascade the excellent teaching skills observed across the nursery, to the whole staff group

- extend opportunities in the outdoor environment to encourage sensory play for babies and toddlers.

Inspection judgements

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

The nursery is friendly and welcoming. Staff have a good understanding of the Early Years Foundation Stage and as a result, children are well supported in their learning and development. Staff know children very well. They meet with parents before the children start in the nursery to complete an 'All About Me' form about their children's care and learning needs. Staff use this to inform care routines and starting points for planning. This helps staff to effectively plan activities relevant to individual children's needs and interests. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning. Staff observe children and plan for their next steps in learning through a balance of adult-led and child-initiated learning opportunities and experiences. Staff routinely complete a summative assessment for each of their key children and any gaps in learning are quickly identified and supported appropriately. Individual education plans specify specific targets for individual children and are effectively implemented and followed. As a result, children make very good progress during the time they spend at nursery and gain the required skills and knowledge needed in readiness for school.

Staff fully understand how children learn. They ensure children have uninterrupted time to explore and provide resources that are relevant to their interests. For example, staff provide equipment, such as spades, water and watering cans, when they recognise that children want to explore and dig in the mud. The physical environments in all rooms are well organised and equipped with age-appropriate resources that children are able to access independently. Careful consideration is given to the layout of each room to reflect the ages and stages of development of all children. For example, staff in the baby room have recently moved the partitioned area for non-walking babies to a bigger space, to allow more freedom in a safer environment. Babies and toddlers have fun playing with the wide variety of resources, promoting their early investigation skills. For example, young children become highly engaged as they enthusiastically explore the shaving foam with their hands and fingers. However, there is scope to strengthen opportunities for babies and toddlers to have access to a wider range of sensory resources in the outdoor environment. Older children relish in exploring the outdoor environment, looking at snails and flowers in the long wavy grass area and pouring water from bottles through funnels.

Teaching is good overall across the nursery with some excellent elements. Staff use effective open-ended questions, such as 'What do you think the snail is doing?' 'Why do the flowers need water?' and 'Where is the water going?' As a result, children learn to use thinking skills and problem solve. However, after listening to what a child has to say, a few staff members miss opportunities to offer a reply, which challenges thinking and extends learning. Children's communication and language abilities are developing well. This is because staff engage in a range of conversations with children and staff are beginning to implement a communication and language programme. Staff support children's expressive language skills very well. They repeat sounds made by very young children and try to tune into the different messages they are attempting to convey. Staff sit alongside older children as they piece a train track together. They talk to them about what they are doing and encourage them to problem solve, when parts of the track do not fit together. Children enjoy their story times. Older children listen and are invited to join in, making their own comments and using their imagination. This supports children's literacy skills in readiness for the next phase in their learning, including school. Children who speak English as an additional language are very well supported as staff learn key words in the child's home language and displays them on the walls and resources. This enables new words to be introduced with visual prompts to make learning more memorable. Staff also work closely with parents and other professionals, such as speech therapists, to meet the individual needs of children who have special educational needs and/or disabilities. For example, to support children to develop their language and communication skills, pictorial aids are used throughout the day to support children to communicate their needs and to be able to choose what they want to play with. This ensures all children are fully included and are supported to make good decisions.

Working with parents is given high priority with regard to engaging them in their child's learning and development. Parents are provided with information everyday about the activities their children have participated in. This is done through daily discussions and contact books. Parents are encouraged to comment in their learning journals and they have regular opportunities to meet with their child's key worker at parents' meetings. These all provide rich and valuable opportunities for parents to be fully included in their

child's learning and continue with that learning when they return home. Parents spoken to on the day of inspection, describe how they value the opportunity to be involved in their child's learning and feel they are very well informed about their child's achievements and progress.

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

The nursery has an effective key person system. Staff meet with parents prior to starting the nursery to gather information about care routines. Transitions to the nursery are carefully planned according to children's needs. Subsequently, children settle quickly and form strong attachments with their key person, giving them confidence and enabling them to become independent learners. The transition systems within the nursery are good. Key persons share information with one another and time is given for children to become familiar with their new surroundings before making the move to a new room. This ensures children are able to settle-in well and at their own pace. As children become ready to move onto school, the management and staff liaise closely with staff from school. They invite them into the nursery and encourage them to join in with children's activities, so that all parties build strong relationships with the children before their move.

Children's emotional well-being is fostered well because staff are calm, respectful and good role models. Staff praise children's efforts and achievements, building their self-esteem. Children understand and listen carefully to instruction, as staff promote clear and consistent messages. For example, children readily respond when staff ask them to line up to go outside. This shows their understanding of regular routines. Children are taught how to share, take turns with the resources and show empathy for one another as they play. Distraction techniques are used as a way to avoid any escalation of conflict between children. As a result, children are aware of the boundaries set and the behavioural expectations of the nursery.

There are good opportunities for children to develop their understanding of a healthy lifestyle and the importance of fresh air and exercise. Children experience outdoor play throughout the day. There is a good variety of toys and equipment, which support their physical development and imaginations. For example, they use crates, tyres and planks of wood to learn how to balance and create obstacle courses. Staff further support children by teaching them how to manoeuvre wheeled vehicles and how to negotiate the space and courses by following arrows chalked on the floor. Children demonstrate very good independence skills for their age when they collect their own cutlery and plates in preparation for mealtimes. Children are able to pour their own drinks, serve their own cold food and scrape their plates following each meal. Staff give consistently clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet. For example, staff explain that drinking milk 'makes us big and strong'. A range of fresh, healthy foods are offered to children at mealtimes, which are prepared by a cook on site. Health and dietary needs are well supported. Staff are fully briefed on children's individual medical and dietary needs and these are taken into account by the cook when preparing food for the children. Children are cared for in a safe environment. All areas and equipment, used by children, are risk assessed regularly to ensure they remain suitable. As children progress through the nursery, they are taught

more about how to keep themselves safe. For example, children know not to run inside to avoid slipping or bumping into furniture.

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

The manager has an excellent understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. There are rigorous recruitment and induction procedures in place to ensure that all staff have had appropriate suitability checks carried out. The effective induction procedure helps staff to fully understand their roles and responsibilities. Policies and procedures are all very well written and organised. Staff are kept up to date with any policy changes through regular staff meetings. There is a good understanding of safeguarding procedures by all staff. They confidently know what to do if they had a concern about a child or another member of staff. A current list of contact details is displayed on the walls of the staff room and in each room of the nursery. There is robust security in place for entry to the nursery and all doors are locked securely. This ensures that only authorised visitors are able to enter the premises and only senior members of staff open the external door. Children and visitors are also signed in and out of the nursery.

Leadership and management are good. This is because the manager works effectively with the staff and has a good overview of the teaching and learning programmes. For example, the manager monitors the quality of teaching through observing staff practice and providing individual feedback during their six-weekly supervisions. This helps to develop the quality of teaching and thereby, benefits their key children. Staff receive annual appraisals to identify any training needs. Training is accessed through the local authority and shared through staff meetings with the whole of the staff team once completed. This ensures all staff are up to date with current best practice and any changes to legislation. It is evident that staff training has had a very positive impact upon the nursery, as staff demonstrate how they have put ideas they have gained into practice. For example, recent training has resulted in all staff getting involved in implementing communication and language monitoring tools and ensuring the nursery is communication friendly.

Partnerships with other professionals are strong and contribute significantly to children's well-being and development. The nursery has sought support from various external agencies, which ensures all children's learning and care needs are well met. There are strong links with the local school and children's centre. Partnerships with parents are good. Parents feel welcome in the setting and feel their children are making good progress. Information is provided to parents about the provision. There are displays, newsletters and access for parents to all policies and procedures that underpin the running of the nursery. There is a strong drive for improvement with a very detailed self-evaluation, which informs the improvement plans. Staff contribute to the development of the provision at staff meetings and parents are asked to contribute to the improvement plans through various methods. For example, in the reception area, there is a 'Suggestions Tree' where parents are invited to place comments giving ideas for improvements or feedback on recent improvements. It is evident that the manager and staff at the nursery

listen to parents and value their opinions as each suggestion has been actioned. This reflects the enthusiasm and commitment of the staff team, to provide the best possible provision for the children they care for.

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	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	EY471080
Local authority	Warwickshire
Inspection number	943861
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	46
Name of provider	Simnir Ltd T/A Rocking Horse Kindergarten
Date of previous inspection	not applicable
Telephone number	01788562116

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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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