

# The Wooden Horse

Mars Lane, Scaling, Saltburn By The Sea, TS13 4TR

## Inspection date

Previous inspection date

17/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

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

- Staff know all children very well and how they like to learn. As a result, staff plan interesting and challenging activities for children to support them to learn new skills and make good individual progress in their development.
- Staff demonstrate warm, friendly and caring attitudes towards children. Consequently, children are forming relationships with others and are developing good social skills.
- Children are learning how to follow rules and boundaries because staff are calm, fair and sensitive when teaching children the behaviour expected of them.
- Staff are very well supported to develop themselves professionally because the providers understand the benefits of continually developing the staff team.
- The capacity for the setting to continually improve is good because the management team and staff have clear development plans and aspirations for further improvement.
- Parents would highly recommend the setting to others because their children are happy and settled, and staff keep them informed of events in the setting.

### It is not yet outstanding because

- Opportunities to teach children about people from different cultures are not always fully maximised.
- There is scope to further enhance children's thinking skills by asking a wider range of open-ended questions and allowing children plenty of time to think of their answers.

## 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 children in the two base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the two providers, staff, parents and children.
- A range of documents were inspected, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, appraisals and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day and responses from parent questionnaires.

## Inspector

Laura Hoyland

## Full report

### Information about the setting

The Wooden Horse was registered in 2013 on the Early Years Register. It is situated in a modular building in Scaling, Saltburn-by-the-Sea, and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including both providers, who hold Qualified Teacher Status. The setting opens Monday to Friday all year round, except for Bank Holidays and a week at Christmas. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 15 children on roll who are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- strengthen children's understanding of different cultures, for example, by using persona dolls to represent characters from around the world
- enhance children's already good thinking skills by asking a wider range of open-ended questions and allowing them time to formulate their responses.

## Inspection judgements

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

All children are making good progress in their learning and development because staff know each child very well. Children's interests are noted and displayed on the wall to enable staff to extend interests and incorporate them into the planning. For example, many children have developed an interest in animals, and therefore staff have taken children to a local animal park. Staff have also purchased two fish, which the children have named Fishy and Linda. Children take care of the fish, feeding them daily. Their interests have been extended as they are currently observing and caring for butterflies that they watch hatch and discuss with staff. Furthermore, children bring in carrots from home to feed the two rabbits who live in the outdoor play area. Other children have an interest in vehicles, and staff ensure the aeroplanes and cars are available to play with. Children listen to the vehicles passing outside and delight in the sound of a tractor. Staff take children to watch the tractor passing down the road, which supports their understanding of the rural community they live in. However, there is scope to extend children's wider knowledge of the world by further supporting their understanding of other cultures. There are some resources showing diversity, and culturally diverse dolls are displayed; however, these are not always used to their full potential.

Children's learning is regularly tracked to ensure they are making expected progress from their starting points. Regular reports, including the progress check for children between the ages of two and three years, are completed. Parents are fully involved in this process and feel they can look at children's development files at any time they wish. Children are regularly observed and their next steps in learning are clearly planned. This, coupled with staff's good knowledge of each child and their background, means that children are challenged and fully supported to prepare for their next stage of learning. In addition, further skills are being learned by children, such as listening and turn taking. These skills support children to become ready for learning in school.

Children are very confident and vocal. They like to involve visitors in their play and are quick to talk about why they enjoy attending the setting. Staff and children converse about many topics and this supports children's developing vocabulary. Children talk about playing with the diplodocus and speak eloquently and clearly. They have good thinking skills and use these to extend their play. For instance, children who enjoy playing with the trains concentrate on fixing together pieces of the train track and using their imaginations to role play train journeys. However, on occasions staff do not always maximise conversations to fully develop children's thinking skills because they ask closed questions and occasionally do not give children time to fully formulate their answers.

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

Staff are extremely welcoming in this small setting and make the atmosphere friendly and warm. Children readily wave goodbye to their parents and immediately settle on arrival, ready to start their day with their friends. The same staff greet the children each day and close relationships have been formed. Information is routinely passed between staff and parents to ensure children's needs are well met and parents are informed of what is happening during the day. Children show confidence because they are encouraged to talk, express their feelings and explore their environment. If children become upset, they seek comfort in their key person, who instantly knows how to soothe and reassure them. This means children's self-esteem and emotional development are supported well.

Behaviour is managed very well because staff have adopted a calm, sensitive but firm approach. Children are reminded of the rules and boundaries and staff explain the reason behind the instructions they give to children. For example, children are reminded not to put resources in their mouths and not to run indoors, with staff explaining the dangers of what they are doing. Children have made very good friends with their peers and enjoy helping each other to complete tasks. For instance, they clear the table after meals and clearly enjoy the independence and the praise given by staff. Children are also developing their independence in other ways as they manage to put on their coats and boots for outdoor play and put them away when they return.

Children are eager to play and learn outside, and staff ensure that walks and exercise are part of the daily routine. Children explore the local environment as they walk to the village to post letters. They also have a large open space to run around in and equipment to climb and exercise on. During wet weather children play underneath the permanent

canopy, which allows them to access the fresh air but stay dry. A range of healthy snacks are provided for children, and staff encourage them to experience new tastes, such as strawberries and blueberries. Lunches are collected from the local primary school and are balanced and nutritious. Children wash their hands prior to eating and are developing good social skills and manners.

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

Children are safeguarded very well because staff ensure children's safety is a high priority. Staff understand how to recognise risks to children and the signs and symptoms of abuse. Staff clearly understand the policies and procedures that underpin their good practice. They know who the named person for safeguarding is within the local authority and where to source telephone numbers should they require advice or support. All staff have attended safeguarding training, and at each staff meeting opportunities to discuss safeguarding issues are always incorporated into the agenda. Staff understand that concerns are to be immediately reported to a safeguarding officer and they feel confident in doing so. Furthermore, the providers have attended safer recruitment training and clearly understand the importance of implementing a rigorous recruitment and selection procedure. All staff are qualified in childcare and have been vetted to ensure they are suitable to work with children.

The two providers are both qualified teachers and closely monitor the teaching within the setting. Staff are supported by the providers, who regularly check and contribute to the planning for individual children. For those children making better than expected progress, the providers support them with aspects that they will learn at school, such as reading using their knowledge and expertise of primary teaching. Staff have regular supervision meetings to discuss children's progress and also their own personal development. The providers have a clear ethos of continued professional development and encourage staff to attend courses. This drive for highly qualified staff means that all staff feel supported and appreciated in their role, and consequently deliver good quality care and learning for all children.

The providers have created a clear plan for improvement and demonstrate a passion to continuously strive to achieve more and improve the setting, which is already of a good standard. Small targets have been created and the opinions of staff, children and parents are used to reflect and change the setting. For example, following responses from questionnaires, staff have ensured that parents know how to contribute to children's development files. Parents speak very highly of the setting, are pleased with their child's progress and comment that they feel involved in their learning. Consequently, parents have recommended the setting to others. Positive relationships with the local authority advisory team have also been created, and staff know where to access advice and support from should they require it.

## 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

<b>Unique reference number</b>	EY473740
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	948726
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	15
<b>Name of provider</b>	The Wooden Horse Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01287 643481

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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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