

Rocking Horse Day Nursery

1 The Stables, Carla Beck Lane, Carleton, Skipton, North Yorkshire, BD23 3BU

Inspection date

23/10/2014

Previous inspection date

29/09/2009

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

- Leadership and management are good. As a result, the staff team work effectively together to ensure that children receive a good quality early years experience and are safeguarded, and a strong culture of continuous improvement is developed.
- Children's language and communication is especially well supported because staff accurately plan for a language-rich environment and provide children with good quality conversations and questioning.
- Children make good progress considering their starting points because staff know them well and provide good quality experiences matched to their individual needs. The key-person system is effective and children form positive, warm relationships, fostering their emotional security.
- Strong relationships with parents ensure they are fully involved in their child's learning in the nursery and at home. As a result, children's needs are met.

It is not yet outstanding because

- The programme for continued professional development is not yet fully embedded to ensure best practice is shared across the nursery so children make even better progress in their learning.
- Opportunities for some younger children to further their self-help skills are less well planned for over lunchtime.

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 undertook a tour of the premises.
- The inspector observed teaching and learning activities in all of the playrooms and outdoors.
- The inspector looked at children's assessment records and planning documentation.
- The inspector conducted a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, a selection of documentation related to children's learning and welfare and the nursery's plans for self-evaluation and improvement.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Janet Singleton

Full report

Information about the setting

Rocking Horse Day Nursery was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and is situated in purpose-built premises in the Carleton area of Skipton. The nursery operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one holds level 4. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children on roll who are in the early years age group. The nursery receives funding for the provision of free 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:

- target staff's continued professional development more precisely so that it focuses on sharing the good practice across the staff team, for example, by embedding the system for peer observations so that children's attainment is raised to the highest level
- enhance opportunities to promote younger children's developing self-help skills, for example, by always providing appropriate cutlery, such as knives and forks, as well as spoons.

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 learning and development requirements of the Early Years Foundation Stage and of how children learn. They use their good quality observations to track children's progress in order to plan for their individual next steps in their development. This means staff plan challenging and exciting activities matched to children's individual needs across all areas of learning. As a result, children make good progress considering their starting points. Starting points are established through completion of a baseline assessment and discussion with parents. Consequently, children's continued progress is effectively planned for. Children's detailed learning journals contain a range of information including annotated photographs, observations and a tracker of their continued development. Parents are invited to add their comments and to contribute to their children's assessment. This provides a consistent approach to children's learning, both in the nursery and at home. Additionally, the completion of the progress check for children aged between two and three years contributes to this process.

Staff provide a broad range of good quality experiences, resulting in children being engaged and motivated as they display the characteristics of effective learning. For example, children explore and extend their own learning when playing in the role play area or taking part in the many creative activities. Staff skilfully extend children's thinking as they use good questioning techniques to help children consider possible answers. There is a strong focus on the prime areas of learning and developing children's independence; for example, they delight in making choices and decisions and in developing their own ideas in their play. Consequently, children are making good progress in their learning, which helps prepare them for their next steps and on to school. Staff actively engage children in conversation as they express their thoughts and ideas about their play. This positive approach helps children to use their developing communication skills to seek possible solutions to problems. Story times are used effectively across all age ranges. For older children, stories are more complex and they join in with the storyline, talking about what is happening as they become engaged in the event. For younger children, stories focus on the pictures and help them to develop their growing vocabulary by staff talking about what is taking place. Additionally, staff use these good opportunities to introduce counting, colours and shapes to further children's understanding.

Staff have developed strong partnerships with parents. They are invited into the nursery to discuss their child's progress and to contribute to the assessment on their child. Parents speak highly of the staff and feel they are exceptional at preparing their children with the necessary skills for school. Staff explain the activities provided and ensure parents are aware of the links to the Early Years Foundation Stage. Staff encourage parents to share information from home to provide a consistent approach and inform planning. On a daily basis, parents receive information about what their child has been doing and have access to a wealth of information displayed about the Early Years Foundation Stage and the nursery on noticeboards.

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

Children settle quickly in this welcoming and friendly nursery. This is because the key person works closely with parents to find out about the child's unique needs. This means a tailor-made approach to the care of young babies is in place and provides for their emotional security and well-being. Older children develop a strong emotional attachment with their key person, who works closely with them. Staff readily encourage children as they make good use of praise to help children feel valued and show that their achievements are recognised. As a consequence, children flourish in this warm environment as they eagerly explore the playrooms and demonstrate their confidence by asking questions. Staff effectively support children to manage their own care skills. Children readily explain why they wash their hands and demonstrate their competence in being independent in the bathroom. While children's independence is supported well overall, at lunchtime staff do not always provide younger children with appropriate cutlery for them to develop their self-help skills in relation to feeding. This is because younger children are given a spoon and do not progress to knives and forks until pre-school.

Children are given daily opportunities to explore the wonderful and inviting outdoor area.

Here, they develop their physical skills as they learn to take risks in a controlled environment, for example, climbing, digging and running freely. Indoors, children are secure as they know what is happening through the daily routines. They talk about healthy foods during mealtimes and enjoy a balanced healthy diet. Consequently, through the good quality indoor and outdoor experiences, they learn about the benefits of a healthy lifestyle.

Staff are good role models and support children to manage their behaviour. This means children understand the boundaries, demonstrate their good manners and are well behaved. They remind each other of dangers as they play, for example, to put your shoes on or you may have your toes stood on. Staff reinforce children's feelings of self-worth and confidence as they constantly praise them and value their achievements. Children are emotionally well prepared for their next stage of learning and changes within the nursery. This is because staff talk to each other and to parents. By completing a settling-in session, this helps children to adjust when changing rooms within the nursery. A strong focus on the prime areas of learning means children are also well prepared for their move on to school.

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

A strong culture of evaluation of practice is evident. The manager is currently changing and reviewing practice to improve outcomes for all children. The staff have revamped the outdoor area and addressed the recommendation from the last inspection, which has improved the provision and practice, raising children's achievements. Staff and the manager continually seek out the views of parents and children to identify areas for improvement. Risk assessments, which are regularly reviewed, help keep children secure in the nursery. Staff monitor access into the nursery and passwords are used to ensure that children are collected by a known person in order to safeguard them at all times. All staff have a good safeguarding knowledge and know what to do should they have concerns about a child in their care. Additionally, most staff have a current first-aid qualification and are deployed to ensure children are protected at all times should an incident occur and first-aid treatment be needed. Safeguarding and protection of children is given high priority in the nursery. The manager undertakes checks on all staff to determine their suitability to be with children. For example, robust recruitment and vetting procedures, such as Disclosure and Barring Services checks, qualification and identity checks are in place to safeguard children from unsuitable adults. All required supporting documentation is in place and reviewed regularly.

The manager and staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager has a good overview of the progress children are making through the highly effective monitoring system in place. She monitors each key person's tracking of their children to ensure any future targets are appropriate, planned for and shared with parents. A well-developed supervision programme and the targeting of training to match any identified needs for staff development, means staff skills are being improved. However, the system for peer observation, to share best practice across the nursery, is not yet fully embedded to focus

more strongly on developing a more reflective approach to staff's own development and to disseminate the good quality teaching taking place.

Partnerships with parents are good. The manager has established relationships with external agencies and although these have been used in the past, currently there is no need for any external intervention. Parents are included in their child's learning and make a strong contribution to meeting children's needs and securing the support they need.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	400070
Local authority	North Yorkshire
Inspection number	868825
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	38
Name of provider	Jacqueline Asquith
Date of previous inspection	29/09/2009
Telephone number	01756 796323

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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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