

Rocking Horse Nursery and Pre-School

Old School House 7 London Road, Purbrook, Waterlooville, PO7 5LQ

Inspection date

Previous inspection date

02/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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

- Staff promote children's mathematical development well.
- Staff use effective methods, such as open-ended questioning, to promote children's language and communication development.
- Staff welcome children into a warm and caring environment. This helps children feel secure and they quickly develop trusting relationships with staff.

It is not yet good because

- The provider did not inform parents of a significant incident that involved their child or keep a log of the incident.
- The setting does not gather in-depth information from parents about children's levels of attainment when they start.

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 examined documentation including policies, procedures and children's planning.
- The inspector examined children's records held on the computer.
- The inspector observed children and staff, both indoors and outdoors.
- The inspector carried out conversations with staff, children and the provider.

Inspector

Clare Leake

Full report

Information about the setting

Rocking Horse Nursery and Pre-school registered in 2014 as a re-location. The nursery is situated in the old school house in Purbrook, near Waterlooville in Hampshire. Children play on the ground floor in two main nursery rooms and have access to a first-floor mezzanine area. Babies have a separate allocated area within the main hall. There are indoor fish and the nursery owner has a cat that lives on the premises. Children play outside in two dedicated and secure garden areas. The nursery is registered on Early Year Register and on the compulsory and voluntary parts of the Childcare Register. Children attend on weekdays only from 7.30am until 6pm, for 49 weeks of the year. The nursery closes at Christmas, Easter and on bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year old children. Staff support children with special educational needs and /or disabilities. Staff also provide support for children who speak English as an additional language. The nursery has 12 staff members including the provider and the manager. All staff who work directly with children have early years qualifications. The provider is qualified in Montessori education and follows this ethos in the setting.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the safeguarding policy to ensure that action taken in the event of an allegation being made against a member of staff is in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB).

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

- gather more detailed information from parents about children's levels of attainment before they start.

Inspection judgements

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

Staff have an adequate understanding of children's learning and development needs. They provide appropriate levels of support, enabling children to make active choices about their play. The setting is very well resourced and staff set it out to provide children with a range of high quality toys, resources and activities to support all the areas of their development. Staff spend time observing and tracking children's learning and make plans for focused activities to help the children progress. Staff make regular assessments to inform the

required progress check for two-year-old children, and these are shared with parents. The setting gathers information from parents about children's care needs before they start at the setting. However, this does not always include information about children's learning and development, to track children's progress from the outset. This means staff are unable to effectively plan for and track children's learning and development from the outset to ensure they quickly make good progress. Children's learning and development is in line with expected developmental ranges for their age groups. They also display positive relationships as they play co-operatively with each other. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for the next stage in their learning, which is usually starting school.

Children use their imagination well during role play; they enjoy pretending to scoop ice cream into cones, using golf balls and egg cups, with coloured pebbles to represent the 'sprinkles on the top.' Positive staff interactions support the children's critical thinking skills. For example, staff ask appropriate questions such as, 'What flavour is the ice cream?' to extend the children's learning and communication skills.

Children enjoy time in the outdoor area on a daily basis. Younger children enjoy experimenting with mud and sand, and drawing on a chalkboard. Older children use their imagination well to make a pirate ship out of a tyre, crates and planks of wood. They run around, excitedly avoiding the 'sharks in the water' and staff provide resources, such as tarpaulin, to enable further opportunities to support the children's learning and discovery.

The setting supports children who speak English as an additional language to develop their language and communication skills. All children are given equal opportunities because the staff know how to promote children's learning in all areas. The staff use visual clues, such as hand gestures, to provide additional support for communication. They praise children readily when they achieve something and their positive gestures make the children smile. This effectively develops their confidence and self-esteem and helps motivate them to explore and learn.

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

Staff provide a warm and welcoming environment for children. They recognise all children's achievements and regularly praise children for their efforts and involvement in activities.

Children settle well and benefit from sound staffing ratios. The staff are friendly and welcoming to parents, and, as a result, children settle well and their individual needs are mostly met. The effective key person system and secure attachments between staff and the children, ensures that children form positive relationships with staff.

Children's behaviour is good and consistently managed by the staff. The organisation of the sessions and the deployment of staff enable them to positively divert the children's behaviour. However, reported incidents are not always shared with parents to fully involve them in matters that may relate to their child's well-being.

Children concentrate well and become engrossed in some activities. Staff promote

mathematical development well. Children learn about shape, size and quantity as they play with puzzles, putting the different sized pieces in the designated areas. Staff do not seek sufficient information from parents about their child's learning and development when they first join, but do keep parents informed about their subsequent progress. They liaise with parents at the end of every session and parents are able to visit the nursery at any time. Children's records are stored on a computer system, and parents can access and add to these at their leisure. Staff use these records to monitor children's progress towards the next stages in their learning.

Staff encourage children to talk about staying safe and being healthy. Children are reminded to wash their hands before snack and lunchtime, which helps them to understand how to begin to care for themselves. They wash and dry their hands on individual paper towels, which they then place in the bin to reduce the risk of the spread of germs. During snack time children pour their own drinks and select their own choice of fruit. This helps to support the children's self-esteem and independence. Children are beginning to learn about healthy eating through discussions with staff at mealtimes. They sit well at the table, chatting amongst themselves. Staff give feedback to parents on what their children have eaten, so that parents are aware of their intake during the day.

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

The provider is temporarily acting as the manager, who is on maternity leave. She and her staff have an understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. A safeguarding policy is in place and shared with staff and parents, and safeguarding is discussed at monthly staff meetings. However, safeguarding procedures are not sufficiently robust. Although the provider recently informed Ofsted of a safeguarding concern regarding a child, she did not keep a log of the incident, or report the incident to the parents of the child concerned. This is a breach of the requirements and actions have been raised regarding this. Staff carry out daily checks of all areas and complete full written risk assessments regularly. Staff are vigilant about the security of the premises and check all visitors before entry. Written policies and procedures are in place and shared with parents. Accidents that occur at the setting are recorded in an accident log, and parents are informed upon collection.

Sound procedures are in place for recruitment and induction. This means that staff are suitably qualified and appropriately vetted. Induction systems ensure that staff are clear about their roles and responsibilities. The management uses regular supervision and appraisal to help staff identify training needs and to engage in professional development to improve their knowledge and skills.

The provider monitors the planning and delivery of the education programme. She meets with staff regularly to discuss gaps in children's learning and build upon the child's previous achievements. The provider has identified some of the setting's strengths and is committed to making any necessary changes to make improvements. She has carried out a detailed self-evaluation in order to identify and target any weaker areas of practice. Parents, staff and children contribute to this evaluation through their input and

suggestions. This enables management to highlight strengths and areas for development, to set targets for continuous improvement. For example, as a recent outcome of shared self-evaluation, more resources have been obtained to support children's mathematical development and staff allow more time for children to explore all aspects of mathematics.

Staff support children in the setting who have special educational needs. They work closely with any outside agencies that are involved with the children. For example, speech therapists or outreach workers. This helps all children to receive targeted support, in order for them to achieve the best possible support in their learning and development.

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	EY476180
Local authority	Hampshire
Inspection number	959693
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	19
Number of children on roll	29
Name of provider	RHM Purbrook Limited
Date of previous inspection	not applicable
Telephone number	07875201569

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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