

Rocking Horse Day Nursery

Inspection report for early years provision

Unique reference number	254636
Inspection date	18/02/2009
Inspector	Diana Pidgeon
Setting address	229 Cinderhill Road, Nottingham, Nottinghamshire, NG6 8SE
Telephone number	0115 9763322
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Rocking Horse Day Nursery opened in 1988. It operates from the ground floor of a converted house in the Bulwell area of Nottingham. Children are cared for in three rooms within the nursery, according to age and stage of development. There is a secure outdoor area that includes a separate space for children under two years of age. The nursery is open from 08.00 to 18.00 every weekday throughout the year, apart from public holidays. There is a limited out of school service offered only to families who previously used the nursery and those with siblings currently attending. This service depends on available spaces.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register and provides 25 places for children under eight years of age. There are currently 29 children on roll, 26 of whom are in the early years range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. There are eight staff who work with the children. Of these, six staff hold a relevant childcare qualification and two are working towards a qualification. The nursery is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled in the nursery and form good relationships with the staff. Interesting activities are available to all ages of children so that they make steady progress across all areas of their learning. Careful thought is given to making the nursery and the activities accessible to all, although staff do not always plan sufficiently to fully meet children's individual needs. The nursery has a good capacity for improvement as they are proactive in taking on board advice and implementing action plans following their own evaluation.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure hazards to children are kept to a minimum, with particular reference to ensuring safety gates are kept closed at all times and that standing water is always emptied before children play outdoors
- use the observations and assessments of children's learning to identify learning priorities and plan motivating experiences for each child
- support staff in developing a wide range of teaching strategies based on children's learning needs
- ensure all children's needs are taken into account, with particular reference to the provision of food for children with restricted diets.

The leadership and management of the early years provision

There is a clear management structure in place that supports the smooth running of the nursery. Recruitment and vetting procedures are robust so that appropriately qualified and suitable staff work with the children. There are good systems in place to identify and plan for staff development through further training and mentoring. Staff are deployed efficiently to ensure the required ratios are maintained at all times. Comprehensive policies and procedures guide the running of the nursery and are made available to parents and staff. Good hygiene practices are followed by staff and the children, which minimise the risk of infection. Children's welfare is further promoted through the secure arrangements for dealing with any accidents and the administration of medication. Risk assessments identify areas requiring attention, such as repairs, and inform check lists within the nursery. Daily checks are maintained but staff are not always vigilant in minimising risks in practice. For example, safety gates are not always kept closed to prevent children's access to the kitchen and standing water is not removed from pots before children play outdoors. Although supervision of the children is generally good, such practices weaken the overall safety within the setting. Secure arrangements are in place to ensure staff have a good awareness of the Local Safeguarding Children Board (LSCB) procedures and are able to implement these when necessary.

Relationships with parents and carers are friendly and staff take appropriate steps to ensure information is exchanged daily. Clear information is gathered in relation to children's individual needs and staff generally take appropriate steps to ensure everyone is included. However, a lack of organisation means children with restricted diets are not always provided with appropriate alternatives. The nursery acts swiftly to implement recommendations made at previous inspections or through advisory visits. Considerable reorganisation of the rooms and routines have benefited children because they are now able to engage in a wide range of play without undue interruptions. Through self-evaluation and the development of action plans the setting is clearly able to demonstrate the progress they have made and their intentions for the future.

The quality and standards of the early years provision

Children are happy and busy in all areas of the nursery. They benefit from the improved organisation of the rooms, which allows children to choose what they wish to do and to re-visit activities throughout the day. This means children are able to develop their ideas, for example, in the role play areas. All children have opportunities to work with a range of materials that encourage them to explore using their senses. For example, babies enjoy feeling sand and water. Toddlers work with dough, bath dolls and fill buckets with sand from a tray. They benefit from having such activities available on a regular basis so that they consolidate their learning. Older children have opportunities to work with further materials such as ice, so that their understanding of how substances change is enhanced. Planning within each area of the nursery ensures children have a good variety of play available to them. Role play areas are well resourced and therefore engage

children well. For example, the hairdressers in the pre-school room is particularly popular with all children. Daily routines ensure all children have opportunities to play outdoors and to use equipment that enhances their physical development. Generally the planned activities and freely available resources support children's learning across all six areas and therefore they make steady progress.

Staff complete systematic observations on all of the children and build a picture of what they can do, which is also recorded within their assessments. However, staff are not clearly identifying children's next steps for learning in relation to their progress towards the early learning goals. As a result of not being clear what they want children to specifically achieve they are unable to support individual children effectively within their free play in order to maximise their progress.

Children are aware of the expectations for their behaviour and staff manage any incidents in a calm and supportive way. Their independence is fostered through being able to make choices and decisions. For example, children serve themselves at lunch time and take responsibility for their own personal hygiene. Staff work closely with the children, sitting with them at mealtimes and joining them at their play activities. Through conversations children learn about and show an understanding of a range of topics including why certain foods are good for their bodies. Staff interact warmly with children but many miss opportunities to further children's learning through effective teaching. For example, some staff are not clear about how they can extend individual children's learning based on their interests and do not always pose questions that effectively challenge children.

Children develop positive relationships with staff and their peers. They begin to cooperate within their play and learn how to take turns. Children use the computers to support most areas of their learning and understand that the time they can spend at this activity is limited. Through the use of appropriate resources in all rooms and the celebration of certain festivals children are gaining an awareness of their own and other cultures. Outings in the community and regular visitors to the setting, such as the French teacher and yoga teacher, further widen children's overall experiences in a positive way.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.