



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 206286

DfES Number: 517600

### INSPECTION DETAILS

Inspection Date 24/02/2003  
Inspector Name Helen Clark

### SETTING DETAILS

Setting Name Rocking Horse Day Nursery  
Setting Address 81 Heanor Road  
Ilkeston  
Derbyshire

### REGISTERED PROVIDER DETAILS

Name Mrs J Orme

### ORGANISATION DETAILS

Name  
Address

## **ABOUT THE INSPECTION**

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### **Information about the setting**

Rocking Horse Day Nursery opened in November 1990, and is one of a group of seven day nurseries under the ownership of Mrs J. Orme. It operates from a converted detached house on the outskirts of the town of Ilkeston. The whole of the ground floor and a large outdoor area is used for the care of children. The nursery serves the local area and is registered to provide 36 places for children from birth to under eight years. They provide full day, part time, school holiday and before and after school care. There are currently 75 children on roll. This includes 12 funded three-year-olds and four funded four-year-olds. At the moment, there are no funded children attending for whom English is an additional language or who have been identified as having special educational needs. The nursery is open for five days a week from 8:00 am to 6:00 pm, 52 weeks of the year, closing for bank holidays. Nine staff work regularly with the children. Seven of the staff have childcare qualifications, and another is currently attending training. The setting receives support from the Derbyshire Early Years Development and Childcare Partnership.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Rocking Horse Day Nursery offers a very good educational programme in a friendly and stimulating environment. Effective teaching helps children progress towards the early learning goals. A varied programme of activities is offered which supports the children's development and promotes all six areas of learning. The quality of teaching is very good. Relationships between children and staff are very good. Staff have high expectations of behaviour and promote this through praise and encouragement. They have a good understanding of the early learning goals and this is demonstrated through the planned activities and the knowledge of the children. Staff use the space and the wide range of resources creatively to support children's learning. Leadership and management of the setting is very good. The nursery has a committed approach to meeting the needs of all children in their care. Staff work very well together as a team and act as good role models for children. The senior management team leads by example. Effective strategies are in place to monitor and enhance the provision. Although presently there are no funded children registered as having special educational needs, there is an acceptable system in place. The partnership with parents and carers is very good. They are provided with good quality written information about the Foundation Stage, nursery, daily routine and the activities. Parents are encouraged to share what they know about their child, by completing quarterly questionnaires about their child's progress. They receive regular and useful written and verbal information about their child's development and they state that they are very happy with the educational provision.

### What is being done well?

Staff use space and resources effectively to develop and extend children's learning. Children's personal, social and emotional development is very good. They are motivated learners, who concentrate well and can complete tasks, as a result of staff's consistent interest and good quality interaction. Children have caring relationships with each other and staff. Management and staff work effectively as a team and have a shared approach to good early years principles. Good systems are in place to involve parents in their child's development and learning.

### What needs to be improved?

There are no significant weaknesses to report, but consideration should be given to improving the following: opportunities for children to recognise what happens to their bodies when they are active.

### What has improved since the last inspection?

The nursery has made very good progress since the last inspection to address the two key issues raised. Children have regular access to small equipment to enable

them to create their own constructions and imaginative work. The story time is now working well, as all the children settle down together to listen to stories, without disturbance. Further enhancements include the purchase of a computer in the pre-school room, this allows children to have free access to learning new skills in how to operate a computer. They also have had a large wooden climbing frame in one of the outside play areas fitted, this encourages children's social skills as well as their overall physical development.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are interested in the activities and are willing to learn. They are confident and happy within the setting. Children demonstrate good personal independence, and have good relationships with other children and staff. Their behaviour is very good, they are learning to take turns, and share very well. They show care and concern for others and good manners are encouraged.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
Children respond enthusiastically to songs and rhymes. They engage in conversations with one another and adults, and make good use of the discussion time. Children frequently attempt writing, good opportunities are provided for mark making during role play and activities. Older children can write own name competently. Children are learning French as an additional language.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children can count and recognise numbers up to 10 and beyond as when using the clock face during the discussion time. They confidently use mathematics during their play, talking about the quantity and weight in the farm shop. Children are learning well about colour, shape and size in the practical everyday activities.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
Children investigate and describe materials using a range of their senses, smelling the playdough, using real vegetables in the farm shop. They are very confident in the use of the computer, and are able to complete activities and use the mouse and keyboard competently. Children are given good opportunities to explore and find out about their environment. They have a good sense of time and place, they demonstrate this through regular discussions about their lives.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children have a good awareness of space and use a wide range of large and small equipment confidently, with increasing control and coordination. They are competent in using a wide variety of tools and materials during the design and craft activities and to support their independence at mealtimes. Children are developing an awareness of keeping healthy, and more planned opportunities for them to be aware of their bodies when active would enhance this.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good

Children play imaginatively and cooperatively in a variety of role play situations. They are given opportunities to explore colour, texture, shape, form and space in two and three dimensions through practical daily activities. Children competently sing songs and rhymes from memory and explore the different sounds of instruments and how these can be used to make a tune to accompany songs. Older children have a good sense of rhythm.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

**WHAT THE SETTING NEEDS TO DO NEXT**

Point for consideration. provide activities to enable children to recognise the changes that happen to their bodies when they are active.