

Rocking Horse Day Nursery

81 Heanor Road, Ilkeston, Derbyshire, DE7 8DY

Inspection date	09/04/2013
Previous inspection date	27/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children make good progress in their development because the staff provide challenging experiences that stimulate and meet their individual needs well.
- Children benefit from secure and warm relationships with the staff that enable them to feel safe and secure in their care.
- The management team monitors the nursery effectively and supports the staff team's professional development, which in turn, benefits all children.
- Staff are friendly and very approachable, they have good relationships with parents and regularly exchange information with them about their children's progress. This helps to effectively promote children's development and learning over time.

It is not yet outstanding because

- Children are not always able to choose where they play, particularly when using the outdoor environment. As a result, children's learning is sometimes interrupted.
- Babies and young children do not always sit and listen to 'group story time' because the stories do not always interest them effectively and the time is too long. As a result, not all children benefit from this activity.

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 held discussions with management and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and meal times.
- The inspector held a joint observation with the manager of the nursery.
- The inspector looked at children's assessment records, learning journeys records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Rocking Horse Day Nursery opened in 1990 and is one of seven, family-owned nurseries and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is situated in Ilkeston, in Derbyshire. The nursery operates from three rooms on the ground floor of a converted house. The baby rooms are to the rear of the premises in a self-contained unit. The office is on the first floor. There is a secure outdoor play area.

The nursery opens five days a week all year round, except Bank Holidays. Sessions are from 7.30am until 6pm. The nursery serves families from the local and surrounding county area. There are currently 80 children on roll, of whom 65 are in the early years age range. This includes children who receive funding for early education. The nursery supports children with special educational needs and/ or disabilities and children who speak English as an additional language.

The nursery employs 10 staff who work with the children. Seven of the staff hold appropriate early years qualifications. The nursery receives support from the local authority and is a member of the National Day Nurseries Association (NDNA).

What the setting needs to do to improve further

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

- extend children's ability to make choices about where they play, for example, consider children being able to use the outdoor environment more freely, to ensure their learning is not unnecessarily interrupted

- review 'group story time' for babies and young children, to ensure they are interesting for all children and that the time spent reading the stories is appropriate to their ages and stage of development, for example, use puppets, props or real objects and allow children to talk about the characters of the book.

Inspection judgements

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

Children enjoy their time at this bubbly and friendly nursery. Staff provide a range of interesting and stimulating activities that challenge the children well. Key persons gather

information from parents at the effective settling-in times about children's capabilities, likes and dislikes. They use this information effectively along with their initial observations and assessments of the children to form the children's 'starting points'. This information is recorded in very good children's 'learning journey' records. These also contain photographic evidence of children's achievements and children's work. Staff make regular observations of children as they play to see their achievements and use these effectively to identify children's next steps in their learning. Furthermore, they efficiently track the children's achievements. This enables them to successfully identify any gaps in children's learning and accurately complete the progress at aged two check when necessary.

Parents are well informed about the progress of their children. They receive termly summaries of their children's progress and are given opportunities to discuss these at open evenings. Staff and parents chat at pick up times about what the children have been doing. As a result, parents can talk to their children at home about the achievements and things their children have done at nursery. Staff provide parents with suggestions of how they can help their children at home, such as, learning new songs and involve them with their children's next steps.

Staff promote children's physical development very well both inside and out. Younger children bounce around in ball pools and babies crawl and walk around with support from dedicated staff. Older early years children have great opportunities outside to develop this area further. They climb and balance on climbing frames, use bicycles and sit-and-ride toys skilfully negotiating the obstacles and play with bats and balls co-operatively. To further this area of learning staff play parachute games, encourage the children to paint the fences with water and build in the sand using their buckets and spades. All children are well motivated in their outside play and fully engaged. One example of this is when, the children are playing in the sand. Staff promote and enhance this play with positive attitudes and very good teaching. Staff ask the children what they do at the seaside. This starts a purposeful conversation where children answer open-ended questions well. Staff ask them 'How the sand feels?' and suggest describing words, such as, slippery soft sand. They further develop the sensory experience and take off their shoes and socks and feel the sand with their feet. Staff take this further and children use their imagination as they pretend to be 'pirates' and find treasure hidden in the sand. This activity covers many areas of learning and helps children be very effective learners as they show curiosity and show high levels of energy and fascination. However, staff stop this outside play and ask children to tidy away, which they do willingly and take the children inside. As a result, this interrupts the children's learning and restricts the choice of where they play.

Children learn early mathematical skills as they measure the length of the herbs they have grown and sort objects by colour and size. Staff use everyday opportunities to promote counting as children count the plates they need for dinner, and how many children are in the line. Children are accurately writing their names and write for purpose as they write 'shopping lists'. Their information communication and technology skills are promoted well as younger children use cause and effect toys and laugh and giggle as they watch the lights flash on and off. Older early years children enjoy using the computer skilfully as they play matching and sound games. These help the children with their future learning and their readiness for school.

Each room in the nursery has a cosy book area that invites children to independently look at books. Older early years children sit and snuggle on the cushions and look at the pictures. They talk about them and retell the stories to each other. This provides opportunities for children to realise that print carries meaning and to develop a pleasure of books. Staff use with the older early years children props and puppets to enhance concentration and help children to become involved in the stories they are reading. However, babies and younger children are expected to sit for periods of time to listen to group stories, which are not always of interest to them. As a result, they move away from the group, fidget or play with other toys, which distracts the children who are listening to the stories.

Children show a love of playing with play dough and have opportunities to develop their creativity as they make 'long snakes' and 'spiders'. To further develop their creativity staff provide a good range of materials to create different pictures. They use different techniques and tools, such as, straws, string, bubbles to paint their creations. Staff use these creations effectively and produce good displays. For example, all rooms have displays of 'spring flowers and animals' and children's free art gallery pictures. Displaying children's work, helps them to develop a strong sense of belonging and aids their self-esteem well.

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

Staff greet children warmly on arrival. Children separate from their parents confidently and settle quickly with sensitive support from staff. Older early years children confidently select their chosen activity, become engaged in their play and chat happily to their friends. This supports them in developing trusting relationships. Children are confident, friendly, well-mannered and motivated. They form friendships and play cooperatively with their peers, for example, engaging in complex and imaginative role play games. They are generous in celebrating other children's success and show pride in their own achievements. This gives them valuable experiences to learn how to interact socially. All children have a key person who supports them in their learning and care to meet their individual needs.

Families are encouraged to attend the settling-in sessions before children start at the nursery to ease their transition from home to the nursery environment. This is further enhanced to help children move from one provision to another and an effective process is in place, where information about children's personalities are passed on to provide continuity of care. Children have opportunities to visit the community. The older early years children visit the library and local shops and all children have trips to the park. These help the children to develop confidence and independence in situations away from the nursery. As a result, this helps to prepare children for their next big step in their life, which is normally starting school.

Staff have high expectations of children and know the children well, this helps build their self-esteem and confidence effectively. As a result, children make good progress in their personal, social and emotional development. Children behave well and show good care and consideration for one another. Staff are good role models and help children manage

their feelings and behaviour. They encourage children to talk about their own and others' behaviour, the consequences of their actions and when behaviour is unacceptable. This helps children feel safe at the nursery. Children's independence and self-help skills are good. Children are encouraged efficiently to put their own coats and shoes on to go outside. Older early years children move around all rooms with confidence to collect things from other rooms, take messages to staff and to use the bathroom independently.

Staff provide a stimulating, enabling environment for the children both indoors and outside. Toys are good quality and well maintained. Children's safety is a high priority for staff. Effective daily and monthly risk assessments ensure that children stay physically healthy and help them develop a suitable understanding of how best to use toys and equipment. For example, children help clear away unused toys to prevent trip hazards. Children have visits from the police and road safety officer to help them learn about keeping themselves safe when walking around the community. They practise the good evacuation procedures in order to become familiar with emergency routines and to keep them safe at all times.

Children receive good support to understand the importance of adopting healthy lifestyles. They benefit from regular opportunities to play in the fresh air and are developing good personal care skills. They serve themselves with the healthy nutritious food and pour their own drinks. They eat heartily and make comments about getting big and strong. This shows their understanding that food directly affects their bodies.

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

Staff have a secure knowledge and understanding of the learning and development requirements of the 'Statutory Framework for the Early Years Foundation Stage'. They promote learning well through play. The manager monitors the educational programmes, set by staff to ensure that children's next steps are included and worked towards. Staff carry out concise assessments of children's skills and abilities and demonstrate an accurate understanding of how best to encourage further progress. They monitor children's learning efficiently. As a result, all children are progressing within the expected development bands. Staff have a good understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the 'Statutory Framework for the Early Years Foundation Stage'. Management ensure that staff are qualified and the relevant checks are carried out to ensure they are very suitable to work with children. Access to the premises is secure and all staff, children and visitors sign in when inside the nursery. All staff are thoroughly aware of the processes for dealing with child protection concerns. A comprehensive range of policies and procedures are in place. Documentation and records are complete these help to ensure children's health and safety needs are efficiently well met. All staff take responsibility and use risk assessments to help ensure children's health and safety in each room, as well as outside.

Self-evaluation is a strength of the provision and the Manager and her team have identified areas of improvement. The nursery has a challenging improvement plan. This

has evolved through careful monitoring and analysis of procedures, discussions with parents about how the nursery operates and received suggestions for improvement from parents and staff. Strengths and weaknesses are effectively identified and all recommendations have been successfully completed since the last inspection. This shows that the manager and staff are able to continuously improve the setting and improve the care and learning for the children. To monitor the staff's performance there are comprehensive supervisions and observations of staff in place and a detailed appraisal system. These have identified training for all staff. Management have put together a training programme, to ensure the training also meets the needs of the children and improves their learning and care.

Children who speak English as an additional language and those who have special educational needs are given targeted support to reach their potential. This is done as inclusively as possible and staff communicate well with parents and other involved professionals to provide consistency and cohesion. As a result, the nursery's partnership with other professionals is good. Parents report both verbally and in writing that they are happy that their children are settled. Those interviewed reported that staff are friendly and welcoming and provide lots of information about how and what children are learning. Children benefit from this working relationship because their individual needs are being identified and constantly met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	206286
Local authority	Derbyshire
Inspection number	907929
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	80
Name of provider	The Rocking Horse Nurseries Ltd
Date of previous inspection	27/11/2008
Telephone number	0115 930 5240

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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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