

Rocking Horse Day Nursery

229 Cinderhill Road, Nottingham, Nottinghamshire, NG6 8SE

Inspection date	04/04/2013
Previous inspection date	18/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are protected well. Practitioners have a secure understanding of their role and responsibility to safeguard children. Practitioners implement effective practices to minimise hazards to children.
- Children are supported sensitively during transitional times in their learning. The key person and practitioners communicate effectively with parents, other practitioners and teachers to identify and plan appropriate activities to help children settle and move on to their next stage in learning.
- Practitioners deploy themselves effectively and work very well as a team. As a result, children's care and learning needs are met significantly well.
- Children have good opportunities to learn through play because the practitioners provide a wide range of toys and activities inside and outdoors which are easily accessible. As a result, children's independence skills are developing well.

It is not yet outstanding because

- There is scope to build on children's interests to enhance their language for describing and explaining how textures feel and how they know plants have grown.
- Some resources, such as books, baby dolls and pretend play food are not as attractively presented to entice children to play with them because they are well-used or require more cleaning.

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 spoke with the deputy manager, manager, group manager, practitioners, undertook a joint observation with the manager and interacted with children at appropriate times throughout the inspection in the nursery rooms and outside.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation including the nursery's self-evaluation document, children's 'learning journeys', planning documentation, and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

The Rocking Horse Day Nursery was registered in 1988 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Bulwell area of Nottingham and is one of seven nurseries privately owned. The nursery serves the local area and is accessible to all children. There are two fully enclosed areas available for outdoor play.

The nursery employs eight members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, one at level 4, three at level 3 and three at level 2. The owner/provider holds Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase opportunities for children to enhance their language skills, for example, by building on their interests during sensory play and activities involving growing plants

- enhance the way in which toys and resources are monitored to maintain a well-presented range which entices children to play and explore, with particular regard to pretend play food, baby dolls and books.

Inspection judgements

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

Children are active learners. They are happy and settled in their play. Given their starting points, as discussed with parents, children are making good progress in their learning and development. Practitioners have a good understanding of how children learn through play and effectively implement activities to support children's individual learning and development. Parents are supported well in helping them understand how well their children are progressing in their learning and development. Practitioners regularly share information and ideas to also help them continue supporting their child's learning at home. Information is exchanged regularly between parents and practitioners, enabling all those

involved to successfully meet the changing learning and care needs of each child.

Practitioners successfully implement the Statutory Framework for the Early Years Foundation Stage into their practice. They track children's progress effectively through spontaneous observations and planned activities which are then assessed using the document Development Matters in the Early Years Foundation Stage. Children's interests and stage of development are carefully considered by practitioners when implementing a wide range of activities inside and outdoors, to support children's ongoing progress. There is a good balance of adult-led and child-initiated play. Children access a variety of books to help them develop their language skills. Practitioners ask open-ended questions and allow appropriate time for children to respond. Children also enjoy singing songs and participate in action rhymes which helps develop their language skills. However, occasionally, practitioners miss opportunities to enhance children's language skills even further. For example, during planned messy play activities, language is less promoted and used to help children to describe how they feel when touching differing textures. That said, children's concentration skills during the activity are sustained extremely well. They explore the texture, dripping it through their hands and scooping up the cornflour with spoons and trickling the mixture over various containers and plates. Children demonstrate their enjoyment and interest and are quietly absorbed in the activity.

Babies explore programmable toys, pressing buttons and making sounds and lights flash. They crawl and toddle with confidence around the room and eagerly enjoy exploring the shredded paper in trays as they try to find hidden treasures. They also enjoy using paint brushes to paint on paper as well as their hands and happily splash in the bubbled water as they clean off the paint. A good, calm atmosphere is successfully promoted by practitioners. As a result, babies' confidence is good and they are happy and settled. Older children sit carefully in a circle after dinner, talking about pets and animals. They count the number of legs of their chosen animal and share how they care for their pets at home and what their pet's names are. Practitioners gently take the lead, guiding children to talk about growing. They share the potato plant that children had planted earlier on in the month. However, practitioners miss the opportunity to enhance children's skills in describing how they know that the plant has grown and by how much. Children enjoy the fresh air and exercise. They confidently climb various apparatus showing good muscle control and balancing skills. They play cooperatively during imaginative play. One child hands out hats of varying animal faces. They chase each other around laughing and giggling as they catch one another. This demonstrates that children have fun in the nursery and while learning.

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

Children are forming warm and secure attachments with practitioners; they are happy and engaged in their play. Children settle on arrival to the nursery because the practitioners are warm and welcoming. The key person system works effectively to ensure all children's care and learning needs are fully identified and met. For example, key persons gather a good range of information about the child's learning and development and care needs from parents from the start of their attendance. They use this information to plan play and activities while building on children's interests and needs. As a result, children settle

quickly because of the pertinent care given by the key person. Parents are kept up-to-date with their child's progress and care needs through daily discussions and a clearly written diary sheet provided each day the child attends. Furthermore, practitioners ensure that parents are also kept up-to-date with any changes or transitional times in their child's day, such as moving between rooms or moving on to school. Parents are regularly informed about their child's progress by, for example, regular parent consultation meetings. Practitioners work closely with parents and teachers in preparing children to be ready for their move on to school. For example, children visit the local school or teachers visit the nursery to share information to help the children become familiar with their new surroundings and help them settle and be ready for their move on to school.

The behaviour of children is good. Children are praised for the smallest of achievements promoting their self-esteem. For example, practitioners smile and offer warm, soft tones in their voice with babies. Older children are praised when they share toys and take turns in activities by practitioners saying 'well done'. Children are confident and make independent choices in their play. This is because practitioners place toys and resources on the floor, in baskets and in and on low-level shelving. However, some toys are well used and are not as attractively presented, which at times makes them less inviting for children to play with. For example, some books have torn and missing pages and some toy play food and baby dolls are in need of cleaning. Colourful displays of children's artwork, posters and photographs create a welcoming environment, which helps all children have a sense of belonging. Outdoor play areas are used well which is incorporated into children's daily activities. This helps children enhance their large muscle skills and enjoy time outside in the fresh air while exercising.

Practitioners are good role models, overseeing toileting activities and ensuring children wash their hands. They implement effective nappy changing procedures which prevents the spread of infection. Practitioners enhance children's awareness about keeping healthy. They talk to the children about the importance of washing hands to wash away the germs so they do not become poorly. Children's individual dietary requirements are adhered to carefully. Improvements have been made following the last inspection. The cook consults with senior managers and practitioners by ensuring that alternative meals are provided with sensitivity. This ensures that individual children do not feel excluded in the meals they are provided with as discussed and agreed with parents. Overall, practitioners promote the good health of children and prevent the spread of infection. From a young age children are learning about keeping safe. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the nursery quickly. Babies are strapped in highchairs when they eat food and older children learn to sit properly on chairs while playing at the tables or having their meals. Practitioners explain to children why it is important to help tidy away toys so that they do not fall over them and hurt themselves. This also helps children learn to take care of toys in the nursery. Babies are closely monitored while they are sleeping to ensure they remain safe.

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

Practitioners have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable of what to do should they have any concerns regarding a child in their care. Regular training keeps them up-to-date with current policies and procedures. A clearly written policy covers requirements in the revised Early Years Foundation Stage framework, such as the action that is taken regarding the use of mobile phones and cameras in the nursery. Practitioners work well as a team. They deploy themselves very carefully both inside and outdoors while they support children in their chosen activity. As a result, adult to child ratios are maintained successfully throughout the day and during staff lunch breaks. Effective recruitment, induction and performance management of practitioners overseen by the senior management team, ensures the suitability and performance of all practitioners working with children is of a generally good standard. Children are supervised effectively both inside and outdoors. Daily risk assessments are completed by practitioners on all areas where children have access, to minimise hazards to them. For example, practitioners ensure that safety gates around the setting remain closed, keeping children from accessing areas that are unsuitable. Access to and from the building is closely monitored by staff. This ensures that children are unable to leave the setting without an authorised adult. Furthermore, identification is sought of all visitors prior to entry to the building to ensure children are protected. A comprehensive range of records is maintained effectively. These are meticulously detailed and used to track and identify any emerging issues and action is taken to ensure children are continually protected. Overall, children are effectively safeguarded and practitioners create a safe and secure environment for them.

The senior management team and the manager of the setting demonstrate their enthusiasm and motivation to continue to make improvements benefitting children. For example, all previous actions and recommendations made at the last inspection have been effectively addressed. Action plans have been successfully implemented, improving the quality of teaching and tracking of children's progress. For example, the educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. This is achieved through regular supervision of all practitioners and frequent team meetings where best practice is discussed and shared. The manager also spends time in each room to observe and assess practitioners' performance. This enables her to check how well practitioners are performing and identify any training needs. All practitioners hold appropriate early years qualifications and regularly attend training to enhance their knowledge of childcare. Children benefit because practitioners implement their knowledge and skills into their practice successfully creating a good learning environment for children. Parents' views are actively sought to support practitioners in continually making improvements. For example, parents can leave ideas and suggestions in a box in the entrance hall. Managers then review them and if appropriate, implement changes to their practice to benefit children.

Parents spoken to are positive in their comments and value the service that is offered. Practitioners have a good understanding and value the importance of establishing trusting relationships with parents. A wealth of information is displayed around the nursery, such as the comprehensive range of written policies and procedures, photographs of children's key person, the practitioner team, practitioners' qualifications and training certificates as well as colourful artwork by children. Practitioners value and understand the importance of

exchanging information with parents. This is achieved through various ways, such as daily discussions and written daily diary sheets of what the children have done throughout the day. Parents are also kept up-to-date about events in the nursery through regular newsletters and annual parents' evenings. Practitioners work effectively with other agencies, such as speech therapists to support children in developing their language and communication skills, to ensure that their progress is good. Although no children attend other settings, practitioners understand the importance of complementing children's learning. For example, they are aware to talk to teachers to find out how they can support children further while they are in their care.

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	254636
Local authority	Nottingham City
Inspection number	908188
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	29
Number of children on roll	44
Name of provider	The Rocking Horse Nurseries Ltd
Date of previous inspection	18/02/2009
Telephone number	0115 9763322

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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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