

The Wooden Horse

East Whitby Cp School, Stainsacre Lane, WHITBY, North Yorkshire, YO22 4HU

Inspection date	04/09/2013
Previous inspection date	19/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 across all areas of learning due to the effective planning, monitoring and assessment systems, ensuring next steps in learning are identified.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- The embedded appraisal, monitoring, and supervision system, enables the staff to identify areas for personal development and work in an environment of continuous improvement.
- Positive relationships with parents and carers are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to develop the outside environment for older children to participate in even more activities to support their very good literacy skills.

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 observed activities in the playrooms and outside areas used by the children.
- The inspector held meetings with the manager and talked with children and staff, including key persons at appropriate times throughout the inspection.
The inspector looked at relevant documentation, which included evidence of the staff's suitability checks, the self-assessment folder, children's observation, assessment and planning records. Also a representation of the nursery's policies and procedures, and other documentation.
- The inspector took into account of the views of parents and carers spoken to on the day and information from the parent questionnaires.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

The Wooden Horse Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a purpose built unit on the site of East Whitby Community Primary School, Whitby, North Yorkshire. The nursery is privately owned and managed by the two co-owners. The nursery serves the local and surrounding areas and is accessible to all children. The children have access to an enclosed outdoor area and are able to use the school playground in the holidays.

The nursery employs 12 members of child care staff. Of these, eight hold appropriate early years qualifications at level 3 and both owners have Qualified Teacher Status.

The nursery provides care Monday to Friday all year round, other than bank holidays, from 8am until 6pm. Children attend for a variety of sessions. There are currently 65 children attending who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children who meet the criteria. It supports children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance and the local early year cluster group.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment for the older children in order to further develop their literacy, for example, by providing labelling for the plants, promoting recognition of and the understanding of words.

Inspection judgements

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

Children make good progress in the nursery through accessing a wide range of play opportunities. Staff ensure they have a good knowledge of children's starting points when they first attend. Parents are asked for comprehensive information, including the stage of development and what their child can do, alongside their daily routines and favourite activities. Regular, effective, detailed observations and assessments mean that the children's next steps in learning are identified and planned for. The weekly planning is displayed in each room, therefore, all parents and staff are fully aware of the focus for

each child and individual learning needs are well met. Staff are proactive in seeking additional support and guidance to close any gaps in children's learning to help all children, including those with special educational needs and/or disabilities, achieve their full potential. The staff use 'I can' to support younger children's communication. Effective assessment and planning is in place for children who require additional support. This ensures that the key person, as well as the team, have an accurate understanding of their progress and future development needs.

The staff ensure that all seven areas of learning are covered, through robust monitoring of each child's learning profile, planning, staff practice and the learning environment. The environment is effectively organised, both indoors and outdoors, for children to learn as they play. Areas of play are identified and indoors lots of displays promote the language related to that area or theme. For example, displays have children's pictures and words to support their emerging interest in literacy. The pre-school room is rich in the written word with lots of labelling for children to recognise letters they know, supporting their understanding of writing for a purpose. However, the outside area does not maximise children's progress in literacy, for example, by labelling plants or the use of signs. This means their progress in this area is sometimes not as well supported as possible.

Children are very confident and self-motivated. They cooperate well in their play and learning. In the pre-school room they select equipment and resources themselves, and staff ably develop the chosen activities to cover other areas of learning. For example, two younger children playing in the water, practising pouring skills, are supported by a member of staff to extend this into measuring and counting, where they count confidently up to 10. Outside a small group of children are building a large construction with plastic crates and confidently state they are building a track. Staff develop their thinking about size and height and also when they look at the sunflowers. This means children are developing their mathematical skills of number, estimation and measure. At story time, staff give children good opportunities and encouragement to predict what may happen next, promoting children's critical thinking and understanding.

Children recognise their written names at snack time. Labelling and mark making materials are freely available indoors so children can draw and make marks, promoting their understanding of the written word. The ongoing access to the outside areas fosters a positive approach to the children's physical play and development, their confidence and growing independence. Children's communication skills are promoted well by staff who encourage older children to share their thoughts and ideas, for example, at circle time, and initiate discussion about favourite topics, such as 'people who help us'. This encourages children to talk as well as listen to others. All of these activities help children to gain a good range of skills in readiness for school when the time comes.

In the baby room the younger children develop their communication skills well. They eagerly select books, and are supported by staff to recognise characters in the story. They delightedly make the sounds of the animals, and predict which come next. They then stay in the reading area by themselves, selecting other books and correctly turning the pages of the story. The environment here has greatly benefitted from being decorated and reorganised. Both indoors and out and natural materials focus on stimulating the youngest children and developing their senses.

There is good communication with parents. They feedback to staff what children are doing at home, and these contribute to the assessment and planning of the next steps in their children's learning. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development. Children develop a good range of skills to support their future learning.

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

The well-established key person system helps children form secure attachments and promotes their well-being and independence. Transitions are managed well with pre-visits and induction sessions organised for new children to help them familiarise themselves with the setting and the staff. During their first few sessions, new children are given lots of comfort and reassurance. This helps them to settle in, understand the routine and know what is expected of them. The key person observes what activities children are particularly interested in, or favour, and ensure this is incorporated into the week's planning. This ensures children are happy to come into the nursery knowing there will be activities they enjoy. Support for children moving areas in the nursery are well planned and enable children to feel comfortable with their new key person and surroundings.

Staff are good role models for behaviour. They provide a calm and reassuring environment, dealing sensitively with any minor disputes. They encourage children to share, take turns and to care for each other. As a result, children behave very well and play cooperatively. They respect each other, and think about how others may feel in a situation plays an effective part in developing children's understanding of making friends and developing positive relationships. Staff place a high emphasis on children developing good manners. For example, they offer gentle reminders to say 'please' and 'thank you' at snack times. They offer plenty of praise to boost children's confidence and self-esteem. They say 'well done' with a beaming smile when a younger child paints with a brush. They praise the older children to recognise their achievements when they use their forks and spoons at lunch time and pour their drinks at snack time.

For those children who have any health needs or specific requirements there are highly effective procedures for ensuring their needs are known and fully met and care plans are readily available. Healthy snacks, water and milk are readily available, and children freely choose these. Meals are provided from the school kitchen and menus are changed on a weekly basis, staff encourage children to eat a healthy diet. The menus are monitored by the owners to ensure healthy nutritious meals are available. Daily routines for hand washing before meals and lunch are securely embedded and undertaken independently by older children. Children know why they need to wash their hands. They understand the importance of this after helping to wipe the table for lunch.

Staff take opportunities to discuss physical development as they arise, such as at circle time. While awaiting a story the staff talk to children about parts of the body. They talk about cleaning teeth before they go to bed and they learn the reasons for doing this. This is very effective in fostering children's understanding of keeping healthy and safe. Nappy

changing and toilet training is linked to children's individual needs, working closely with parents and carers.

Safety is managed very effectively through all areas of the nursery. Children are supported to use the wide range of resources, tools and equipment safely as staff guide them, but enable them to take appropriate risk. For example, when in the garden or using scissors and other utensils to cut with, children demonstrate how to do it safely. Staff reinforce safety messages, such as when one child is sweeping up the rice and selects to use the large brush, they say 'Remember it has two ends'. This means that children are aware of keeping themselves and others safe. Medication, accidents and incidents are well documented by the staff and the management team oversee these to ensure the guidance is followed, ensuring parents and carers are kept fully informed.

Children's physical development is very well provided for through free flow access to the outdoor areas. Risk assessments are carried out, which means children confidently and safely enjoy balancing on crates, and climbing on the large equipment. The small garden area enables children to become aware of the natural world as they water the plants and watch them grow.

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

Leadership is good and management is effective because staff have a good understanding of their responsibilities in meeting the learning and development requirements. The owners demonstrate a clear understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. The owners and staff are committed and motivated to develop the nursery further. There is an overview of the curriculum through the monitoring of the educational programmes and of the levels of delivery by individual staff. This means that the group offers a broad range of experiences to help children make good progress towards the early learning goals. The quality of teaching is good, as staff and the management team have a secure understanding of how children learn. Staff target individual children identified as being in need of support and, as a result, these children receive supportive intervention to close any gaps in their learning.

Safeguarding is effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. Policies and procedures are continually updated to take into account any changes. This means that children are well protected in the setting. All staff keep updated with their safeguarding training and are well informed about child protection procedures and who to contact should they have any safeguarding concerns. Good systems are in place, which enhance the safeguarding practice. For example, risk assessments and policies are discussed at staff meetings. Robust recruitment and selection procedures follow guidelines and ensure all appropriate checks are completed and staff are suitable to work with the children. Through completing staff supervisions, the owners ensure that staff continue to meet these requirements.

Staff work closely with outside agencies to help families in crisis and are very knowledgeable about the referral process and subsequent support on offer. They recognise that they have a responsibility for the whole child, and that this can include aspects of their family life. Staff work closely and in partnership with other professionals, such as health visitors, nurses and the children's centre. This work with other agencies and professionals supports their shared support of the children and parents, to provide an inclusive service.

Partnerships with parents are effective. They are made welcome and come into the nursery, where they can gain further understanding of their child's development, which promotes learning and development at home. Their child's development profiles are freely available and parents' state they feel included in and well informed of their children's progress. Advice pamphlets for parents are available in the entrance area, along with policies and procedures and a notice board detailing forthcoming activities in the area. Parents are kept informed about safeguarding procedures through newsletters and the parent's notice board.

Through ongoing professional development, staff develop their skills, knowledge and understanding. Individual development needs are identified through the effective appraisal, supervision and peer observation process and by accessing local authority training and other routes, including in-house training. Whole setting development is identified through the self-evaluation process, and the supportive working relationship with the local authority. Parents are involved in the self-evaluation process through the completion of regular questionnaires. This means staff and the management team know themselves well. They reflect on what they offer and identify areas for improvement, develop action plans and monitor developments with the benefit of a positive external review from the local authority. All recommendations from the previous inspection have been addressed.

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	EY446963
Local authority	North Yorkshire
Inspection number	910392
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	65
Name of provider	The Wooden Horse Partnership
Date of previous inspection	19/11/2012
Telephone number	01947604222

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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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