

Rocking Horse Day Nursery

81 Heanor Road, ILKESTON, Derbyshire, DE7 8DY

Inspection date	03/02/2014
Previous inspection date	09/04/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff within the toddler room are ineffective in supporting children's learning and development. They do not make effective use of the information gathered through observations of children's learning, to plan appropriate support, including for children who have a special educational needs and/or disability.
- Support for children to settle in the toddler room and develop a suitable understanding of appropriate behaviour and the expectations are not suitably implemented.
- The deployment of staff within the toddler room is not effective in managing the routines, promoting children's enjoyment and supporting their learning.
- Systems to manage the performance of staff do not accurately identify where staff need support to effectively carry out their role.
- The organisation of space within the toddler room, and on occasion in the baby room, does not maximise opportunities for children's free movement and space to spread out and play.

It has the following strengths

- Staff demonstrate a sound understanding of safeguarding procedures and children's safety is effectively promoted within the nursery.
- Staff in both the baby room and the pre-school are effective in meeting children's needs and promoting their learning and development. Useful information is gathered and shared with parents and carers on a regular basis to ensure consistent support.

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 the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Full report

Information about the setting

Rocking Horse Day Nursery was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms on the ground floor of a converted house and a self-contained unit in the grounds in Ilkeston, Derbyshire and is one of seven family owned nurseries. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, one has a foundation degree, four hold a level 3 qualification and two hold a level 2 qualification.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 70 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children's stage of development is taken into account when planning support for them to promote their learning
- ensure that appropriate support is established to help children within the toddler room to become familiar with the setting and feel comfortable and secure
- implement effective behaviour management methods with children in the toddler room, to support their understanding of right and wrong and the expectations
- ensure that support for children with special educational needs and/or disabilities meets the individual needs of those children, and takes into account any advice or support from the special educational needs coordinator
- review the organisation of staff in the toddler room to provide suitable support to meet children's needs, and promote their enjoyment during the transition between activities
- improve the organisation of the space so that it consistently meets the needs of the children, promotes their enjoyment and gives sufficient space for free movement
- ensure that the supervision of staff in the toddler room provides effective support and coaching, so that they are confident in their roles and responsibilities, and able to effectively support children's routines and promote their learning and development.

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

Staff practice varies within the nursery in promoting children's learning and development, and for the toddlers is inadequate. Some reasonably useful information is gathered through observations of children's learning, however, staff in the toddler room do not make effective use of this, to plan support where it is most appropriate. Even when it is clear that a child needs support in a certain area of learning, this is not prioritised. This ineffective support also includes children who have a special educational needs and/or disability. The special educational needs coordinator within the nursery shares clear and useful information with staff, on how to support children's needs according to their interests. However, staff fail to implement this appropriately and, therefore, do not

effectively support the children. The ineffective organisation of the room, including the deployment of staff, use of the space and the management of children's behaviour means that staff do not spend sufficient time effectively teaching to promote children's development. On the occasions when staff do interact with children, this tends to be a comment to reinforce what they are doing, or a closed question. This means that there is ineffective support for children's communication and language skills. Any teaching that may have been delivered during an adult planned colouring activity is hindered by the member of staff spending the majority of time trying to resolve squabbles about the crayons.

Staff in both the baby room and the pre-school are much more effective in supporting children's learning and development. They are effective in using the information they gather through observing the children to plan specific support based on children's interests and current stage of development. Also a broad range of activities is included in planning. Careful consideration is given to local and community events and linking into these if possible, to promote children's understanding of the world. For example, children make models of the rides at the local fair. Children in the baby room, engage in regular messy play activities, singing, reading and free play with the toys and resources. Staff teach simple counting, as children play with the construction blocks, to support an early understanding of mathematics. They strategically place the toys and resources for children to reach and hold, to support their physical development. Staff ask simple and clear questions to support children's communication and language skills. They also give clear instructions to support routines. For example, staff ask the children if they want to go outside and then guide them to get their coat. As a result, children are well supported to develop an understanding of things such as self-care skills.

Children in the pre-school are given appropriate support to promote their independence. For example, staff support them in a game of 'what time is it mister wolf'. They join in but let the children lead the game, only providing support when it is needed. Staff effectively teach children to count their actions as they step forward in the game. Children are playing outside and talk about the effects of the wind on the trees. A member of staff makes effective use of the opportunity to reinforce and extend their learning. She prompts them to recall their discussions about autumn and why there are no leaves. She then encourages them to look at the leaves on the bushes in the garden and explains that they are different. This provides effective support for children's communication skills and their preparation for school. Children thoroughly enjoy listening to stories, which is well supported by the use of props. This was a recommendation at the last inspection and has been effectively implemented by the nursery. Children engage well with the story and wait in anticipation to introduce their animal prop. Staff skilfully ask questions to reinforce small parts of the story, and encourage children's recall skills, without hindering the flow of the story. Staff share useful and detailed information with parents and carers about their child's progress, and how they can support the next stage of learning at home. Additionally, useful information is displayed about particular techniques that parents and carers can use at home, from training that staff attend. Parents and carers confirm that they are happy with the nursery and the information they receive.

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

The toddler room is inadequate in promoting children's emotional well-being, but both the baby room and the pre-school are effective in supporting this for children. Within the toddler room, not all children are given suitable support to help them to settle as they start at the nursery. Even though each child has a key person and they gather relevant information from parents and carers, staff do not make effective use of this. There is no clear plan of what support staff will give and, as a result, children sometimes wander around the room, looking for comfort and reassurance. On occasion, the manager takes responsibility for this and in seeking to comfort a child takes them to play in another room. It is unclear how this helps children to settle and make relationships in the room where they are based. Support for children who enter the baby room and pre-school is much more effective. Parents and carers comment on how effective staff are in supporting their child, linking into their interests to help them to settle. In the baby room, staff very effectively reassure and distract children who are anxious or unsettled by visitors. As a result, they begin to feel more comfortable after a short time. Through sharing of information and accompanying children on their visits if required, staff give suitable support as children move through the nursery. For example, a member of staff in the baby room explains that the visits are tailored according to the needs of the child. As the key person she stays with the child for as long as necessary. She also makes sure that she verbally passes on any relevant information, as well as giving the next key person the child's written information. Support for children as they move to school is suitably developing. The manager contacts each school and organises a visit for the children if possible. For those schools that the manager is unable to organise a visit, she is developing an appropriate range of resources, such as school uniform and pictures of the school, to share with the children.

Staff in the toddler room do not effectively support children's behaviour or an understanding of how to stay safe. A significant amount of time is spent on managing challenging behaviour and, therefore, there is little time to promote and role model good behaviour. At times this can lead to a chaotic environment. Children who do demonstrate good behaviour get very little attention. While staff do address unwanted behaviour, they do not always use appropriate methods. They do not always give appropriate explanations of why something is not appropriate. On occasion, instead of asking or encouraging children to move from a particular area, they move them by lifting them or guide them by the arm. On the occasion when a child starts to have a tantrum, this is sometimes escalated by staff insisting the child stops doing something that is neither unsafe nor inappropriate. In both the baby room and the pre-school room, staff are effective in managing children's behaviour and setting expectations. They promote a calm and ordered environment. They provide positive role models who effectively manage any minor squabbles. For example, in the pre-school a child becomes upset at something that is said. Through a sensitive discussion, the member of staff quickly diffuses this. Staff in the baby room use simple explanations to explain what is happening next and, therefore, teach children about the expectations. Staff do not effectively teach children an understanding of safety in the toddler room, but this is effectively promoted in the other rooms. A member of staff in the pre-school effectively explains to a child that she needs to play with the scooter on the patio area as children are playing with balls on the grass and it is not safe. The staff invite visitors into the nursery to talk to the children, such as road safety experts. Children's understanding of being healthy is suitably supported. Staff

intend to develop the planting and growing area in the garden, to produce an even greater variety of fruit and vegetables this year. They encourage children to care for and pick the plants. The cook then uses these to prepare meals and staff talk about the healthiness of this.

Staff within the toddler room do not deploy themselves effectively to meet children's needs. Although there are routines that happen every day, staff do not establish clear roles and responsibilities, so that these routines are effectively organised. For example, a member of staff informs other staff that it will soon be snack time. A short while later, having spent time moving the table, the member of staff tells the children that it is snack time. The children come and sit at the table. After a few moments the member of staff asks them to go and wash their hands. When they return they sit at the table. There are too many children for the number of chairs and the snack is then moved to a picnic style on the floor. Staff in both the baby room and the pre-school are well deployed to meet children's needs. They demonstrate a suitable understanding of their roles and responsibilities and, therefore, undertake these without having to discuss what is going to happen. For example, staff quickly establish which children within the pre-school will go for lunch at which sitting. This promotes children's enjoyment as they are not waiting unnecessarily and they can continue to play. The organisation of the space within the toddler room restricts how children play with certain toys, and means that they are cramped when they use the carpet area. On occasion, staff do not make the best use of the space within the baby room to provide ample space for children to move around. There are a suitable range of toys and resources, which are well maintained and age appropriate. The outdoor area is a large and attractive space which enables children to run around and play ball games without interruption.

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

The inspection was prioritised following concerns being raised about the nursery's ability to meet children's needs and promote their well-being. The inspection found that there are weaknesses in the practice within the toddler room. There is ineffective support for children to settle. Staff do not appropriately support children's understanding of expected behaviour. The management of staff performance does not always identify where staff are not effective in their role. Staff within the toddler room do not organise the environment effectively to meet children's needs and support their learning and development. The nursery is, therefore, not meeting all of the requirements of the statutory framework for the Early Years Foundation Stage. There is also a breach of the requirements for the Childcare Register. Support for children within the baby room and pre-school room is effective. All staff demonstrate a sound understanding of the safeguarding procedures. They are confident in giving examples of indicators of abuse or neglect, and the procedure they will follow if they have any concerns. Regular risk assessments ensure that the premises are safe for children to play. Staff supervise children at all times, both indoors and outdoors. Accidents are dealt with appropriately, first aid treatment given and parents and carers notified immediately, if necessary. The manager undertakes a regular review of accidents to establish any patterns and, therefore, to identify any action that needs to be taken to promote children's safety. Checks to establish the suitability of adults working in

the setting are thorough and clear and organised records are maintained. This promotes children's safety.

Staff use individual tracking sheets to monitor children's progress, and in the pre-school and baby room these are used effectively to identify any gaps in learning. The manager regularly reviews the progress of all children. There is a detailed induction checklist for all staff working in the setting. The manager conducts monthly supervision sessions with staff to discuss relevant information, such as safeguarding issues and training. The management team undertake audits of children's learning records to check the quality of staff observations and assessment of the children. They also observe staff and give feedback on their performance. In spite of these varied and regular systems, staff within the toddler room are not effective. They do not demonstrate a clear understanding of their roles and responsibilities, and how to support children's learning and development and meet their needs. No support or coaching is in place to improve practice. The nursery does not effectively encourage staff to reflect on any training attended and what they have learnt. Through sharing this with others, they also establish how they can implement any useful techniques or tips. For example, staff who have attended training on communication issues, guide other staff to look at children when they speak and to encourage the children to do so. The evaluation of the nursery is detailed and gives some relevant examples of practice. However, it is imbalanced towards explaining what has been achieved, rather than identifying how practice can be improved.

The special educational needs coordinator within the nursery is knowledgeable and proactive. She demonstrates a determination and commitment that is valuable when seeking appropriate support for all children. She regularly gathers and shares information with parents and carers and seeks out professional support. This includes useful training for staff on the individual needs of children they are supporting. Parents and carers receive useful information when the child first starts at the nursery. Staff share information about their child's routines on a daily basis, to ensure that children's needs continue to be met. The manager demonstrates a suitable understanding of how to support children who speak English as an additional language. This includes gathering keywords from parents and carers and preparing a visual timetable to support the child with the routines of the day. Through daily discussions and a communication book, relevant information is shared with other settings that children attend, to ensure a consistent approach to supporting their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	952755
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	93
Name of provider	The Rocking Horse Nurseries Ltd
Date of previous inspection	09/04/2013
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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