

Rocking Horse Private Day Nursery Limited

Inspection report for early years provision

Unique reference number	312312
Inspection date	23/03/2011
Inspector	Shirley Monks-Meagher
Setting address	30 Manchester Road, Audenshaw, Manchester, Lancashire, M34 5GB
Telephone number	0161 371 7847
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rocking Horse Nursery has been registered for 16 years and is housed in a four storey dwelling situated in the Audenshaw area of Tameside, close to the M60 motorway. It is owned and operated by a limited company. Children are cared for in three playrooms on the ground floor and two playrooms on the first floor. The staff room, kitchens and laundry facilities are in the basement and offices are on the top floor. A secure area is available for outdoor play. Children are grouped according to their age or stage of development.

The nursery is registered on the Early Years Register to care for a maximum of 52 children under eight years at anyone time. All of these children may be in the early years age group but only 18 may be under two years. There are currently 65 children on roll, all are early years children and 23 of them are in receipt of the nursery education grant. The nursery is also registered on the Childcare Register.

The nursery opens weekdays all year round, with the exception of Christmas and bank holidays, between 7.30am and 6.00pm. The manager has an appropriate qualification and is responsible for the day to day running of the nursery. She leads a team of 19 staff. Of these, 15 work directly with the children, two are graduates and the remainder are qualified in early years to a minimum of Level 3. There is a cook, a bookkeeper and two domestics. The nursery currently has a nutrition and oral health award accredited through Tameside National Health Service and they are members of the National Day Nursery Association. The nursery is supported by the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and nurturing environment which provides them with a secure basis to play, explore and make good progress towards the early learning goals. Staff work in close partnerships with parents and other professionals to enable them to take positive steps to meet the unique care needs of all the children. Clear and collaborative systems are in place to evaluate the quality of the provision which results in identified priorities for development and action planning to promote continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the action plans linked to development work to measure the effectiveness of changes made on improving the outcomes for the children.

The effectiveness of leadership and management of the early years provision

Children's welfare is prioritised and underpinned through the effective implementation of comprehensive policies and procedures. They are well protected because a secure understanding of child protection issues and the procedures to follow ensures all staff can respond effectively if safeguarding concerns arise or are alleged. Furthermore, the rigorous recruitment, vetting and induction procedures that staff undergo, continual support meetings and annual appraisal makes sure children are cared for by suitable adults at all times. Children are cared for in a safe and secure environment. Efficient risk assessment is successfully underpinned by annual, monthly and daily checks and the effective deployment of vigilant staff ensures children are well supervised and supported. Entry to the premises is monitored vigilantly via the use of an intercom and password system. All legally required documentation, information and records are in place and implemented to meet children's needs whilst protecting their welfare and well-being.

The management have a clear sense of purpose and through effective and accurate methods of reviewing and reflecting on practice engage staff in making changes to bring about improvements. Action plans are drawn up and implemented to address any identified weaker areas. For example, the refurbishment of the outdoor play area. However, these do not include monitoring measures to ensure the effectiveness of the changes in improving outcomes for the children. Regular staff meetings and frequent opportunities for staff development and training ensures that all keep up to date and continually improve their skills and practice for the benefit of the children. This shared, positive attitude to improvement is a key factor in the rigorous way the recommendations from the previous inspection have been addressed. As a result, significant improvements in both provision and outcomes for children have been achieved.

Staff's positive commitment to valuing and respecting the children's and families individuality ensures all needs are accommodated. Good relationships with parents emerge from the secure communication methods. Parent feedback is actively sought and valued. For example, the introduction of staged menu packs in response to parent concern linked to weaning. Parents receive good levels of information about all aspects of the nursery through newsletters, notice boards and face to face discussion. Communication books, the white board and meetings to share children's developmental records ensure parents are well informed about their children's care and achievements. Parents contribute to their children's learning through activities, such as Coco the dog, and by completing WOW sheets and home observations. Partnerships with other professionals ensure children receive the support they need at an early stage. For example, speech and language therapy.

The quality and standards of the early years provision and outcomes for children

Children throughout the nursery are very well settled and spend their time engaged in meaningful activities which interest them. Toys, equipment and activities are organised to create an enabling environment, which increases children's choices and play opportunities both indoors and outdoors. Photographs of the children achieving and enjoying themselves are displayed around the nursery. This engenders a strong sense of belonging and shows that their achievements and efforts are valued. The well organised playrooms allow babies and children to benefit from access to a wide range of activities, along with time to relax and play calmly. The babies enthusiastically use all their senses to explore with a wide variety of different media and resources, such as sand and flour mixed together and toys that flash lights and make sounds. They are able to apply their increasing mobility to challenge themselves to safely explore the environment and investigate the broad range of play opportunities. For example, natural materials, road tracks and cars, water play and role play. Staff are attentive and the babies care needs are well addressed, consequently they are sociable and have formed trusting relationships with key adults.

Toddlers also receive appropriate challenges which enable them to extend their learning and pursue their individual interests. They skilfully manipulate paint brushes using large bold strokes to express their creativity and are beginning to use scissors competently as they cut paper with great determination and then place the scissors carefully back in the rack. The toddlers are learning to be safety conscious and behave in safe ways. They are interested in the world around them and are delighted and curious when they find a frog in the outdoor area and examine it gently yet thoroughly. They show an early interest in numbers and are starting to show an aptitude for reasoning as they categorize and group toys together by colour and then put them into the matching coloured containers. Staff model language and encourage conversation to support vocabulary and language development.

Older children are becoming skilful communicators because the staff talk to them all the time. Staff are encouraging children's listening skills through routine activities, such as story times and circle times where children hold a red dog as a reminder to help them to understand when to speak or listen. Children enjoy mark-making and use their fingers to write their names and make patterns in the shaving foam. They are confident users of information and communication technology, independently using the listening centre, the interactive white board and using walkie-talkies in their role play. The children develop skills for their future.

Children are well supported by staff's secure understanding of the Early Years Foundation Stage and their knowledge of the children in their care. Observation and assessment is integral to staff practice and is used to identify next steps and tailor the planning for individual children's progress. They use a tracking system to broadly monitor children's individual progress across the six areas of learning and are currently reviewing and refining the system to give a more detailed picture of

children's learning. They recognise this will better enable them to plan and provide support and challenge for individuals to better ensure each child is making the best possible progress in relation to their starting points and abilities.

Children learn about health and body awareness through their everyday routines and activities that maximise their personal well-being. This includes providing all children with access to regular exercise and fresh air through outdoor play and trips into the community. In addition, they learn about personal hygiene and the importance of drinking plenty of water. Menu's are varied, meet children's individual needs, are freshly prepared, appetising and nutritious. Children enjoy the responsibility of being a dinner time monitor, helping to clean tables and set out sufficient places, cutlery and crockery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----