

# Rocking Horse Nursery

24 Beverley Road, Driffield, YO25 6RZ

<b>Inspection date</b>	04/11/2014
Previous inspection date	06/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff consistently demonstrate high quality teaching skills and provide a rich, varied, challenging and imaginative range of learning opportunities. As a result, children are extremely confident, enthusiastic learners, who make rapid progress from their starting points.
- Highly effective parent partnerships ensure a collaborative approach to supporting children's learning, both in the setting and at home. This ensures a highly consistent approach to meeting the learning needs of children is maintained.
- Leadership and management is excellent and inspirational. The manager uses a range of highly effective strategies, involving children, parents and staff, to ensure priorities are identified and focused on through teaching, resulting in an ethos of continuous improvement across the setting.
- Robust safeguarding policies and procedures are in place. This ensures that children's welfare is exceptionally protected. Additionally, children are kept safe and are supported by highly skilled staff to manage risk.
- Children's social and emotional needs are exceptionally well met. Relationships with staff are excellent and this fosters a sense of belonging and ensures children show the characteristics of effective learning.

## 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.

## Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in the playrooms and the outside play areas.  
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of staff working within the group, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, completed a joint observation and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and in written form.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

Rocking Horse Nursery was registered in 1992 and is on the Early Years Register. It is situated in Driffield in Yorkshire. The setting serves the local community. It operates from two rooms and there is an enclosed area available for outdoor play. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one member of staff who holds Qualified Teacher Status. The setting opens Monday to Friday, term time only, from 9am to 3pm. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. The setting cares for children between the ages of two and five years and provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- enhance the already very good systems for performance management, for example, by using peer observations to highlight and cascade the best practice in the setting.

## Inspection judgements

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

The standard of teaching is excellent with a superb balance of adult-led, focused and child-initiated activities, which are highly challenging and stimulating for children. For example, there is a very well-resourced outdoor area with a wide range of superb resources, including some natural resources, such as large logs and milk crates, which children delight in using for balancing and building. This effectively develops children's physical, personal, social and emotional skills. Additionally, children's communication and language is further enhanced when they excitedly revisit and engage in discussions about a children's story they recently read. The children act out the story using props, such as bowls and cups, in the outdoor home area. Staff support children and add in resources to extend the activity. Through the well-planned activities, the highly skilled staff team, and the range of excellent resources, ensure children are enthusiastic, highly motivated learners who make rapid progress across all areas of their learning and development. Staff are extremely skilled in encouraging children to develop thinking and reasoning skills through the use of open-ended questioning. Children with special educational needs and/or disabilities are exceptionally well supported through a very strong partnership with parents and relevant professionals, such as the speech and language therapists. Staff encourage all children to have a go. They understand when to stand back and allow children time to explore and experiment. As well as understanding when to intervene to extend learning. These interventions are timely and ensure continuity. Staff introduce additional items into the shop area to extend children's conversations and mathematical

language. Staff know the children exceptionally well and support and enhance their learning through highly effective planning. Staff use a range of superb teaching strategies to reinforce learning and ensure children are developing well in both the prime and specific areas. Additionally, the expert teaching strategies result in children being given choices to promote their thinking and independence. The excellent, highly stimulating learning environment provides a range of high quality resources, which children access easily, due to them being labelled clearly with pictures and words to support their decision making. The mark making resources are provided in units, which enables children to move them to any area they wish, to enhance their own play and use writing for a purpose.

There is a very strong focus on promoting children's emotional development and their communication and language skills. This supports those children who are preparing for school. Staff work extremely well with parents and have developed exceptional partnerships to support children in gaining the skills to be ready for their next stage in learning. Parents, in discussion, demonstrate they are extremely happy with the progress their children are making and feel they are well prepared for the move to school.

Children's starting points are clearly identified through excellent contributions from parents. Good quality information is shared between key persons and parents through the use of the effective home visits before starting in the setting. Parents receive daily verbal communication and termly reports on their children's progress and, if required, meetings with parents are planned. The highly effective learning journals and tracking sheets show children, who start at the setting below expected levels, are making rapid progress and are achieving at least expected levels of development in the prime and specific areas of their learning and development.

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

The outdoor environment provides a superb mix of adult-led and child-initiated high quality, challenging activities, which results in children being extremely confident and self-assured active learners. The strong focus on promoting children's social skills, when outdoors, means they learn to work and play together as they develop friendships with their peers. The rich and well-resourced environment, along with the consistently high quality teaching strategies, results in children having exceptional skills in their personal, social, emotional and physical development. The children delight in climbing on the climbing beam, where they excitedly communicate with each other about the experience, as well as developing their physical skills and sense of well-being. Children are extremely confident and self-assured and demonstrate their excellent understanding of the importance of a healthy lifestyle and self-care skills. For example, children are able to organise and manage their own packed lunches. Staff use this time to talk freely about healthy foods. Children are proactive in recycling waste materials. They talk about the brown bin for food waste for the compost and plastic yogurt pots in another. Additionally, children are encouraged to put on their coats independently to go outside. A robust key-person system and all staffs' awareness of each child's individual needs are due to the excellent monitoring and tracking systems in place. This means children form highly

secure relationships with their key person and settle quickly into the setting. For those children who are moving on to nursery, staff focus on communication and language with them in all areas of the environment and actively involve parents to support their children's learning in these areas at home. Consequently, children are getting ready for their move to school.

The inspirational learning environment is clean, safe and extremely well-resourced, resulting in children being highly motivated and active learners. Staff and children are innovative, for example, there is a wonderful home corner, with a wide range of resources. Children make choices about what they want to do, for example, stories chosen by children are detailed in the meticulous planning. There is a superb range of children's work displayed. This results in children feeling valued and confident in making contributions and further extends their developing skills in communication and language. Throughout the nursery children develop an understanding of how to keep themselves safe. They talk about bonfire night and the dangers of fires and fireworks. They move around the rooms with care and understand the need to tidy away. Staff maximise the children's understanding of tidiness as they look at ways to fit toy bricks into their storage tub.

Children demonstrate exceptionally strong, positive relationships with all staff and have an excellent sense of belonging by the way they communicate and interact with them. They consistently engage confidently in the wide range of high quality learning activities, resulting in them being highly motivated, imaginative, enthusiastic learners who are showing tenacity and enjoyment in what they set out to do. Staff provide a range of healthy snacks and drinks for children, which they enjoy in a social setting. They have a range of fruits and vegetables growing in the garden. This results in children trying an extensive range of foods. Therefore, children's knowledge and understanding of different foods is significantly enhanced.

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

Safeguarding policy and procedures are fully understood by all staff and are extremely robust and rigorous. All staff have completed relevant safeguarding training in line with the Local Safeguarding Children Board's requirements. The designated person has an excellent understanding of safeguarding procedures and the signs and symptoms of abuse. Daily risk assessments are carried out by staff and relevant comprehensive policies and procedures are in place to keep children safe, including fire procedures, accident recording and medication policy. These are regularly reviewed with clear actions listed to ensure they work in practice. All resources are easily accessible to children. This ensures that children's welfare is exceptionally protected.

Enthusiastic, highly committed, inspirational leadership and management results in the provision of a fully inclusive, safe environment, in which children thrive. The manager enthusiastically role models good practice and is very animated and focused, resulting in staff and children being highly motivated and participating in high quality learning

activities. Extremely robust systems are in place to monitor and track children's progress and meet individual learning and development needs, in line with Early Years Foundation Stage requirements. The key-person system is exceptionally robust with staff having extensive knowledge relating to the individual learning needs of children. As a result, children are empowered to become highly motivated independent learners. The setting has a highly effective transition policy and exceptionally good links with the host school to support children in moving on to their next stage of learning.

All staff are extremely well supported with highly effective termly supervisions and observations in place. There are plans in place to implement a programme of peer observations, as part of the supervision process, to share excellent practice and to identify areas for improvement. This will be supported by clear guidance and protocols. All staff are qualified and have an extensive range of training and experiences with young children. Observations focus on high quality teaching strategies and link exceptionally well to the characteristics of effective learning, which show how they impact on children's learning and development. Clear outcomes and actions are identified and addressed with individuals, and as a team, to foster the excellent ethos of continuous improvement. Self-evaluation and monitoring is extremely robust and enables the manager to focus on priorities. Highly effective partnerships with parents and professionals result in individual needs of children being met consistently. The manager is a very strong leader with a clear vision and staff and parents are fully committed to supporting the manager in making improvements. Partnerships with parents are a significant strength of the setting. Parents comment that 'The staff are exceptional, they are always there to offer support and children are making great progress since starting'. Parents are highly committed to supporting the work in the setting. This results in children being given significantly enhanced opportunities to extend their learning at home.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	314702
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	868258
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Rachel Maden
<b>Date of previous inspection</b>	06/04/2009
<b>Telephone number</b>	01377 252182

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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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