

# The Rocking Horse Nursery

5 Victoria Avenue, Finchley, London, N3 1BD

<b>Inspection date</b>	21/05/2013
Previous inspection date	08/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 enjoy playing in a well resourced garden that supports their progress across all areas of learning in the Early Years Foundation Stage.
- Children's learning is enhanced by regular trips to local areas. They enjoy the company of the friendly staff team who sit with the children and join in their play.
- The management has good systems in place to supervise staff and support their professional development.
- Staff work well in partnership with parents and other agencies when needed to support children's development and learning.

### It is not yet outstanding because

- Children's individual cultural backgrounds are not all fully reflected in everyday play experiences, for example the role play area, to enable them to represent their own experiences in play.
- Staff do not always plan opportunities for children to see text, signs, symbols and their home languages written and displayed in their everyday play areas.

## 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 observed activities in the playrooms and the outside area.
- The inspector talked with some staff and children within the nursery and held discussions with the nursery manager during the inspection.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at a sample of available documentation such as observations, activity plans, safeguarding policy, complaints record, transition letter and transition review.
- The inspector took account of the views of parents through sampling available documentation and discussion with them on the day of the inspection.

## Inspector

Helen Steven

## Full Report

### Information about the setting

The Rocking Horse Nursery opened in May 2008. It is a privately owned nursery which is located in Finchley Central in the London Borough of Barnet. The nursery operates from a semi-detached Edwardian house arranged over three floors. The nursery has access to seven base rooms which include a library on the ground floor and a sensory room on the first floor. All children have access to a secure outside play area.

The nursery is open all year round offering both full and part-time places to children. The provision is open from 7.45 am until 6.15 pm each weekday. The nursery is registered on the Early Years Register and provides funded early education for three- and four-year-olds. There are currently 96 children aged from six months to under five years on roll. There are 21 members of permanent staff working with the children. The manager holds Early Years Professional Status, two staff members hold Qualified Teacher Status and there are fifteen other staff members who hold relevant qualifications from level two to level five. There are additional staff who attend to facilitate activities such as 'Jabberjacks', Spanish, 'Click IT', 'Stretch and Grow' and 'Brazilian Soccer'.

### What the setting needs to do to improve further

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

- include resources that reflect all children's backgrounds in their play areas to further their sense of belonging and encourage them to be able to represent their own experiences in play
  
- enhance opportunities for children to see text, signs, symbols and their home languages within their everyday play areas.

### Inspection judgements

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

Staff have a good knowledge of the learning and development requirements. They provide children with a varied range of activities and experiences across the seven areas of learning. Key persons effectively assess children's starting points and monitor their progress throughout the nursery on an ongoing basis. They use this information to inform

individual planning and produce summaries of children's progress, which are shared with parents. Staff evaluate the effectiveness of the activities in order to secure better outcomes for children.

Throughout the nursery, children benefit from access to a wide range of good quality toys for both indoors and outside. They are able to choose activities themselves as well as be involved with those that are adult-led. Staff talk to babies and sing to them during the day, they commentate and ask them questions to develop their speaking skills. Circle times are used to pose questions to children and encourage them to think and predict. Staff talk about items in a tray and where children think they belong. This encourages children to solve simple problems and to use speech to explain their answers. Staff read to children individually and in small groups, including when in the garden where they sit closely looking at the books. There are many opportunities for early writing around the nursery, for example, chalking in the garden. Older children are confident talkers and are happy to talk to visitors about the nursery.

Children throughout the nursery are encouraged to learn about numbers. For example, older children are asked to predict if there are more boys or girls in their group. They then count all the boys and then the girls to see if their predictions are correct. Younger children can pick out the number three in play and enjoy exploring water by filling and emptying different containers as they experiment with quantities and measures. They transport the water from tray to tray, watching as it pours. Throughout the nursery the children explore the texture of shaving foam; they scoop it up, squeeze it and make sweeping marks in the foam. Babies experiment by immersing their whole bodies into the foam. Children have opportunities to build with construction bricks of different shapes and sizes. Babies enjoy knocking down bricks stacked by adults and fit stacking cups into each other. These activities also encourage all children to develop their physical skills, especially their gripping and holding skills.

Children explore the natural world as they hunt for bugs and worms around the garden. They place soil into trolleys and transport it around the garden before exploring the contents looking for minibeasts. They dig using tools to find worms and take their exploration further afield with trips to local parks. They use magnifying glasses to observe bugs more closely. As a result they are inquisitive and interested in their surroundings. Young children operate electronic toys by press buttons to make sounds. Children have great fun exploring how water travels down a series of guttering pipes in the garden. There are opportunities for children to grow plants and vegetables in the raised beds created in the garden. Older children complete programs on a computer supported by a specialist staff member. Children's home languages are known by their key person and staff seek keywords from parents to use in the nursery. Older children are confident to sing in their home language. Children learn about differences between their own and others cultures as they celebrate festivals within the nursery, such as Diwali and Chinese New Year. There are community languages on display within the entrance to the nursery and some toddlers have the opportunity to see photos of their families on display. However, there are limited opportunities for children to see their home language in their base rooms. There are not many resources in the imaginative areas that reflect children's individual cultures. This impacts on children's ability to role play based on their own first-hand experiences. Children care for their dolls and teddies pretending to feed them.

Overall, children express their imaginations well, for example through painting and collage. Young children enjoy dipping their spatulas into the glue pots and sprinkling on generous amounts of cinnamon and sugar. Older children work together to make a three dimensional model. They have opportunities to explore rhythm through experimenting with musical instruments which they shake and bang. Young children poke wooden sticks into dough and pretend they have put candles on a cake. Children are imaginative, thoughtful and overall develop their skills well through imaginative play.

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

Children thoroughly enjoy a range of opportunities for physical activities both indoors and outside which contributes to them developing a healthy lifestyle. The garden area is well resourced across all areas of learning and children engage in play as often as possible in the fresh air. Pre-school children are able to choose when to play outside. Children negotiate space on ride-on toys, climb and run. Children help adults bounce their teddies around on a large piece of fabric. They use the material to hide under. A stretch and grow activity encourages babies' movement. In addition, there are regular opportunities for children to go on outings, for example to a local park.

Children are happy within the nursery and have made relationships with their key person and other staff members. Children moving on to the next room within the nursery are supported by their key person. They visit with their key person and information is shared. Managers send parents 'transition' letters to inform them about the changes and the name of their new key person. The management team are not included in staff ratios and there is a 'floating' staff member who can cover during the day to ensure ratios are always met. As these staff are aware of the nursery's routine and know the children this helps provide consistency in care. Children have developed close friendship groups and share ideas with each other. Staff talk to children about turn taking and they take responsibility for jobs such as tidying up and handing out pre-chopped fruit for their friends. These are skills that will support children as they progress in their learning.

Children's dietary requirements are known to staff and met by the cook who prepares fresh nutritious food on a daily basis. For example, children enjoy lamb, roast potatoes and vegetables. A vegetarian option is available and colour coding system is in place to remind staff of the differences in the meals in order to meet children's specific dietary requirements. This means that staff protect children who have food intolerances or allergies. Children have the opportunity to help themselves to water throughout the day including when in the garden. Children are encouraged to feed themselves independently, with support from adults when required. Toddlers using their fingers are encouraged to use their forks when eating. Food is plentiful and children enjoy seconds, including vegetables. They enjoy these healthy choices and this demonstrates their understanding of the importance of a healthy diet.

Children are aware of good hygiene procedures. They tell visitors that they wash their

hands before snack to make sure they don't get a tummy ache. Nappy changing routines are carried out by staff on a rota basis. Staff use nappy changes effectively to help children feel secure through singing and chatting with them during this time. Babies' individual sleep routines are supported and they rest in their individual cots when tired. Gentle reminders about safety are given during the day, for example, children are reminded about using scissors appropriately and tying up shoe laces to prevent them tripping. Children are learning how to keep themselves safe in the event of an emergency evacuation and are able to inform visitors what they have to do when the alarm goes off. This demonstrates their secure awareness of keeping themselves safe.

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

Children are safeguarded by the nursery's robust recruitment and vetting procedures. There are systems in place to successfully induct new staff and evidence is available that staff hold suitable checks. The nursery ensures that all staff receive safeguarding training in order to support children's safety and security. The managers have also developed strategies such as quizzes to assess and improve staff members' underpinning knowledge. There is a policy in place that mobile phones cannot be used in the nursery. The nursery has strengthened its procedures to ensure the security of the nursery. They have risk assessed areas thoroughly and as a result, children are unable to leave the premises unsupervised. There are also good systems in place to prevent unauthorised persons entering. Parents are reminded regularly, for example, through newsletters and emails, about preventing others following them into the nursery. An intercom system with finger print recognition is used for the main door and closed circuit television is in place throughout the nursery. Parents are able to view their children at play through the day via a 'parent cam' system. A number of staff throughout the nursery hold valid paediatric first aid certificates in order to treat children appropriately in the event of an accident.

A range of comprehensive policies and procedures are in place and their effectiveness is monitored by managers at the nursery. Regular one-to-one meetings with staff and annual appraisals are used to monitor and support staff practice. Managers act as good role models and encourage staff to follow their good practice. Staff have plenty of opportunities to attend training and there are regular team meetings in place to support professional development. The manager brings new ideas to the team during her 'Inspirational Fridays'. Systems are in place for the nursery to effectively assess their service and they have accurately reflected on their strengths and weakness. The recommendation from the last inspection has been addressed successfully in order to improve outcomes for children. A detailed risk assessment was carried out for the garden to promote the safety of the children and all areas of the premises are safe and secure.

The staff have a good relationship with parents and actively seek their views and opinions. Parents complete questionnaires and their feedback is used to identify areas for development. There are robust procedures to follow in the case of complaints received by

the nursery, and clear systems to report findings of any investigation to the complainant. Key persons meet regularly with parents to share information and discuss children's progress. Parents have access to, and are included in their child's learning journeys. Children make strong progress as a result of this shared approach to learning. Parents are positive in their response about the nursery and report that they are impressed with the progress their children have made. They feel the nursery is a 'home from home' and 'could not be more comfortable'. Parents report that the staff are 'fantastic' and are supportive, for example, when potty training their children. They like that there are so many different cultures and languages within the nursery. The manager is aware of how to access support from other agencies as and when required to ensure children's individual needs are supported. The manager has forged strong links with local schools in order to support children moving on to their next stage in learning. As a result, children make smooth moves to school.

## 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

<b>Unique reference number</b>	EY366697
<b>Local authority</b>	Barnet
<b>Inspection number</b>	916122
<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>	56
<b>Number of children on roll</b>	96
<b>Name of provider</b>	The Rocking Horse Limited
<b>Date of previous inspection</b>	08/06/2009
<b>Telephone number</b>	0208 3463682

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## Type of provision

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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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