

# Rocking Horse Private Day Nursery Limited

30 Manchester Road, Audenshaw, Manchester, Lancashire, M34 5GB

<b>Inspection date</b>	30/11/2012
Previous inspection date	23/03/2011

<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

- All staff have a secure knowledge and understanding of the Early Years Foundation Stage. Stimulating activities are planned and effectively meet the interests and needs of all children.
- Planning and assessments display an accurate understanding of children's development so staff can meet their needs effectively.
- Children display effective self-care skills and confidence. They are supported well at transition times, such as, between rooms and going to school. As a result, children settle well.
- Continuing professional development is given high priority and has a positive impact on staff as they are well-trained. As a result, children receive good quality standards of care.

### It is not yet outstanding because

- At times children are not always forewarned when it is changing time and play is interrupted by staff. As a result, children are unable to complete activities to their satisfaction.
- Opportunities to interact and strengthen existing bonds between staff and children are sometimes missed during changing times. For example, engaging in playful games.

## **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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 four main rooms and the outside learning environment.
- The inspector held meetings with the managers and deputy manager of the provision.
- The inspector also took account of the views of three parents and carers spoken to on the day.

### **Inspector**

Emily Wheeldon

## **Full Report**

### **Information about the setting**

Rocking Horse Private Day Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Audenshaw area of Tameside and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a four storey building. There are two play rooms on the ground floor and two play rooms on the first floor. A

secure outdoor area is available for outside play.

The nursery employs 13 members of childcare staff. Of these, one has Early Years Professional Status, one has appropriate early years qualifications at level 5, four have early years qualifications to level 4, and seven members of staff hold other appropriate early years qualifications. The nursery opens Monday to Friday all year round, except for Bank Holidays and Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 72 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and 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:**

- allow children time to pursue their learning without interruption and to complete activities to their satisfaction at changing times
- engage in playful interactions that encourage children to respond to, or mimic, adults and share finger play, such as 'Round and round the garden' at changing times.

### **Inspection judgements**

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

Staff place high value on the uniqueness of each child. Planning is based around children's interests and effectively moves them forward in their learning. Observations are accurate and effectively inform staff of children's next steps. All staff have a secure knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Effective information sharing between parents and outside agencies means that staff have a good starting point in order to plan activities to meet children's needs and interests. Staff carefully track children's progress from the beginning and parents are kept well informed of their child's development. For example, parents are invited to parent meetings and transition meetings when children change rooms. As a result, children make good progress towards the early learning goals.

Planning and assessments are precise and display an accurate understanding of children's skills and progress across the seven areas of learning. Staff are tracking and monitoring individual children's progress towards the early learning goals. Further tracking systems to

track different groups of children, such as boys or children with special educational needs and/or disabilities are in place. With these robust assessments, staff effectively identify gaps in children's learning. They also identify children who need additional support so the provision can be adapted as necessary to meet their individual needs. Staff regularly listen perceptively to children and are skilful at questioning them during activities in order to re-shape tasks to improve learning. For example, in 'Tulip Room', children are finding out how to fit pieces of jigsaw together. A member of staff allows children the freedom to work problems out by themselves and knows when to intervene. For example, she says, 'Does it fit there? Can you find another piece with the same pattern on the child's dress?' Children then find the appropriate piece independently and smile and feel proud.

Children with additional needs are identified early and referrals are made to outside agencies as appropriate. Children are working comfortably within the typical range of development expected for their age and their starting points. Staff effectively support children's language skills by simplifying language and repeating words so children can copy. For example, at meal times staff reinforce vocabulary by pointing to food items and say, 'Potato.' and 'Sausage.' Children then repeat the words back and learn new vocabulary in the process. Babies and young toddlers are supported in the acquisition of personal, social and emotional skills and physical skills so that they make good progress in their learning. For example, babies are encouraged to explore and move in different ways, such as crawling, reaching, and rolling. Babies are stimulated by looking and feeling the textures of natural objects like large seed heads. They pull themselves up on their feet by leaning on a low table and reach out for objects. They enjoy exploring natural objects in their mouths and the rough textures with their fingers. Such positive experiences mean babies become aware of their own bodies using all of their senses. Young toddlers are encouraged to experiment with different media to make marks in order to develop their fine motor skills. For example, they proudly show the inspector how they make marks using felt pens.

Children's early reading and writing skills are developing well. Through discussion, staff demonstrate the positive effect of regular phonics sessions have on children's learning. For example, many three- and four-year-old children point to letters in books and identify specific objects that begin with the sound 'S'. Opportunities for developing mathematical concepts are incorporated effectively in to play. Staff support children using ribbons to measure the heights of their friends or count how many seconds it takes to fill a bucket with water. Children in the 'Tulip Room' have access to an interactive whiteboard and computers and are developing good skills in technology. This supports their learning well in preparation for school. Key workers regularly share information about children's progress with parents and carers and partnerships are strong. Good quality information about the revised Statutory Framework for the Early Years Foundation Stage is included in an information leaflet for parents. Staff also talk about the areas of learning and stages of development at parent meetings. Parents and carers are involved in the progress check and ideas to support children's learning are shared to ensure effective continuity of care.

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

The implementation of the key person system and the deployment of staff ensure that children form secure emotional attachments. Babies and children display good levels of confidence and independence and demonstrate secure self-care skills. For example, babies feed themselves using spoons and young toddlers attempt to cut sausages using a fork and knife. Young toddlers are supported well in developing their understanding about healthy life styles. For instance, staff talk to the children about the importance of brushing teeth after eating food. Children enjoy pretending to brush their teeth with members of staff and are reminded to brush in circular movements to keep their teeth clean. The setting has a nutrition and oral health award accredited through Tameside National Health Service and staff maintain this high standard well. Hygiene practices are good and mean that children remain fit and healthy. For example, at changing times staff ensure mats are clean and they wear disposable aprons and gloves to avoid cross infection.

Young toddlers are engrossed whilst playing with play dough and demonstrate effective control using a wide range of tools and equipment. They chat excitedly about the shapes they have made. Staff support children's understanding of shapes well by getting children to look closely at rectangles. Children notice that rectangles have 'Two short sides and two long sides'. While children are playing, members of staff ensure that nappies are changed so children are clean and comfortable. However, at times staff interrupt children's play and take children away to have their nappies changed without giving them much warning. This means children lose the flow in their play and at times get upset. Also, staff do not always engage and interact with children while they are changing them. As a result, children miss the opportunity for developing communication through talk and eye-contact.

The learning environment indoors is well organised and stimulating. The recently renovated outdoor area is well-equipped. It has the benefits of a covered area and artificial grass so children can play out in all weathers. A wide range of resources are accessible to children in all of the rooms and outdoors so they can select and make choices in their learning. Areas of learning are clearly defined and well stocked. Children are independent and know where equipment belongs. They are familiar with routines and demonstrate good levels of behaviour. Staff have effective strategies in place to support children in 'Tulip Room'. For example, children know when they are being too noisy when a member of staff points to the red traffic light on the wall. Staff also keep a behavioural log in every room to ensure they can monitor children in the room and recognise any patterns in their behaviour. As a result, staff can identify any pre-cursors to inappropriate behaviour and act upon them.

Children are prepared for transitions between rooms in the setting and when they go to school. Transition meetings are held with parents and key workers so parents are introduced to their child's new key worker. Information is shared effectively between staff from room-to-room to ensure good continuity of care. Transition records and information about local schools for parents to read are displayed on the walls. Discussions between staff and teachers also take place to ensure effective information sharing about the children.

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

## provision

Rocking Horse Private Day Nursery is efficiently run by the management team who are committed to ensuring good quality practice in their setting. Staff roles are clearly defined and areas of responsibility are evenly spread to ensure the smooth running of the provision. Recruitment, vetting and induction procedures are robust. For example, new members of staff go through a thorough induction program and are closely monitored by an assigned mentor and the management team. As a result, staff are supported well and children receive good standards of care. The management team fully support staff going on courses and gaining further qualifications. Information from courses is effectively cascaded to the rest of the staff team and means that staff members gain more knowledge. Such experiences have a positive impact on children's learning. Planning and assessment are monitored on a regular basis by team leaders and the management team. For example, team leaders and managers do specific checks on children's files to check that staff are covering the seven areas of learning in sufficient depth. They also check the quality of observations, planning and assessment to ensure they meet standards.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by all staff and are effectively met. All staff have a secure knowledge and understanding of the different types of abuse and know who to contact should they be concerned about the welfare of a child. Comprehensive risk assessments of the premises and outings are in place and ensure children's safety. Staff have a good understanding about the ratio requirements for different age groups and meet these requirements in a number of ways. For example, they keep a daily record of the number of children and number of staff in every room. The management team check these records every day and monitor ratios in each room closely. If a member of staff needs to leave the room, then they call upon another member of staff to cover until they return.

Self-evaluation is used effectively to bring about positive changes to the setting. These have resulted in more flexibility in meeting the needs of children and their parents. For example, staff recognise a big difference between the developmental needs of one- and two-year-old children. For this reason, staff allow overlap between different rooms which cater for different ages. Parents are guided by staff and can choose which room they feel is best suited to meet the needs of their child. The setting has identified areas they would like to further develop, such as organising parent workshops. This shows a good capacity to improve and strengthens existing secure relationships with parents. Partnerships with parents, external agencies and local schools are well established and ensure effective continuity of care. For example, children are supported during their transitions to school. Staff speak to teachers and transition records are sent. This means teachers have a good understanding about children's needs before they start. Children with special educational needs and/or disabilities are supported well and staff have close links with agencies, such as Speech and Language. This promotes positive outcomes for all children and their families.

## 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. 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>	312312
<b>Local authority</b>	Tameside
<b>Inspection number</b>	889832
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Rocking Horse Nursery Ltd
<b>Date of previous inspection</b>	23/03/2011
<b>Telephone number</b>	0161 371 7847

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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 that are usually their 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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Piccadilly Gate  
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