

The Rocking Horse Day Nursery

c/o The Grange School, Tower Road North, Bristol, BS30 8XQ



Inspection date

Previous inspection date

26 May 2015

17 March 2011

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

Summary of key findings for parents

This provision is good

- Leaders and managers ensure staff improve on their already high qualifications and support them to develop their roles. As a result, staff provide excellent support for parents to help them meet children's needs. In addition, children benefit from innovative teaching that supports them in making good progress.
- Staff plan and resource the environments effectively to support working in partnership with children. This encourages children to plan and review their own learning. Staff recognise and follow children's individual learning styles, which helps them to progress.
- Partnership working with parents is good. Key persons talk with parents to find out about children's likes and interests. As a result, all children settle quickly and their needs are met well.
- Children benefit from healthy meals cooked with local produce on the premises, which means they learn about healthy choices and lifestyles.
- Relationships with local schools are good. Reception teachers visit the setting. Children bring in photos of their new schools, as well as uniforms to share with their friends. In this way children are well-prepared for the next stage in their learning.

It is not yet outstanding because:

- Communications with younger children are not always consistent and children do not know what is expected of them. For example, on occasions, staff interrupt young children listening to story time to ask to change their nappies.
- Younger children do not always have opportunities to enhance their independence and small physical skills routinely. For example, at snack time, only the oldest children prepare their own fruit and staff pour the drinks.

What the setting needs to do to improve further

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

- review staff's communications with children to make sure these are consistent, so that children always understand what is expected of them
- extend opportunities for young children to develop their smaller physical skills independently, for example during snack time.

Inspection activities

- The inspector observed children throughout the day in the indoor and outdoor play spaces.
- The inspector spoke with a parent and took into account the views of other parents through looking at relevant comments within children's learning journeys.
- The inspector held meetings with the curriculum lead and manager to discuss monitoring and evaluation of the setting to support improvement.
- The inspector looked at a selection of paperwork including policies and procedures.
- The inspector spoke with children and staff at appropriate times during the inspection.

Inspector

Anita McKelvey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff make accurate and regular observations of the children. Staff use, 'Learning stories' to help them find out how children like to learn and what interests them, which they use to plan children's activities. These are displayed in the setting and shared with parents. As a result, most children benefit from shared understanding of how they like to learn and make good progress. Staff working with the older children plan focused activities to support communication, managing feelings and cooperating with others. For example, children work in pairs with two bags of resources, one contains card, scissors and tape, the other has items that can be stuck on the cards. The key person encourages the children to talk to each other to think about what they might make and how they will do it. She encourages them to ask for what they need, share the items and wait for their turn.

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

The outdoor area is well planned and staff encourage children's physical activity, as well as learning experiences. The younger children love playing in the mud kitchen, pouring water into different containers and pretending to make cakes with the mud, using different utensils. They also use wheeled toys to have races round the concrete pathway, play hide and seek in the wooded area and practise their climbing skills on the fort. Staff supervise the children and support them in managing risks safely and turn taking. For example, staff remind children to wait for their turn on the swing by sitting on the side of the sandpit so they are not in the way of those using the swings. Staff act as good role models for behaviour, supporting children to manage issues. For example, when one child knocked down the sand castle, staff supported them to build another one and reminded children to be kind to each other. As a result, children's self-esteem, confidence and resilience are supported through sensitive interactions.

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

Leaders and managers have a good understanding of the requirements of the Early Years Foundation Stage, including how to safeguard children. Good induction, mentoring and monitoring systems ensure that staff and students know how children learn and what to do if they have concerns. As a result, children are kept safe and make good progress. The provider monitors the quality of the setting and staff's teaching, and the effectiveness of partnership working. As a result, staff benefit from individual support to help them improve their knowledge, skills and understanding to promote children's learning and development well. Parents confirm they receive regular information from staff. They are pleased with the setting, how well their children have settled and their progress.

Setting details

Unique reference number	136100
Local authority	South Gloucestershire
Inspection number	841154
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	57
Number of children on roll	67
Name of provider	Kevin and Julia Davies Partnership
Date of previous inspection	17 March 2011
Telephone number	0117 9476218

The Rocking Horse Day Nursery opened in February 1992 and is independently situated within the premises of the Grange School, in Warmley. The nursery is open five days a week, except for bank holidays, from 7.30am to 6pm. There are eleven staff employed, all of whom have appropriate early years qualifications. The nursery receives funding for free early education for children aged three and four years.

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