

Rocking Horse Nursery (Southport) Limited

35 Norwood Avenue, Southport, PR9 7EQ



Inspection date	3 June 2016
Previous inspection date	16 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The owner is committed to providing a quality service for children. Self-evaluation is accurate and she ensures any plans for improvement are communicated effectively to the staff. Staff enthusiastically respond to her vision and have contributed to the creation of a lively learning environment that promotes children's care and development.
- Staff have a wide range of qualifications and experience, and teaching is good. Children's learning across all seven areas of learning is supported through a good mix of independently chosen and fun adult-led activities. Assessment for children's learning is, in the main, implemented consistently and shared with parents.
- The key-person system is very effective. The care provided by staff is sensitive and very responsive to the needs of the individual child. This gentle approach helps children to quickly develop strong bonds, feel safe and be confident participants in nursery life.
- Children's behaviour is good. Staff support them well to be polite and consider the needs of their peers. Children seek each other to join in play and they share equipment and take turns with good grace.

It is not yet outstanding because:

- Overall, staff promote children's language for speaking well. However, on occasions staff miss chances to extend children's speech during planned activities, and sometimes children are rushed to answer before they have had sufficient time to respond.
- Staff do not make best use of their otherwise good partnerships with parents when they complete their regular summary of children's progress.

What the setting needs to do to improve further

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

- support the staff to gain an even greater awareness of how to make the most of opportunities that develop children's language and speaking skills as opportunities occur
- strengthen the ways parents are involved with the staff's regular assessments of children's progress, so that their opinions, experiences and insights provide an even more rounded view of the child.

Inspection activities

- Prior to the inspection, the inspector viewed the nursery's last report, its self-evaluation document and information held by Ofsted.
- The inspector viewed activities in the four playrooms and in the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector interacted with children and spoke to staff at appropriate times throughout the inspection. He also took account of the views of parents spoken to on the day and also by telephone.
- The inspector held meetings with the owner, who is also the manager, and the deputy manager. He also carried out a joint observation with the deputy manager.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and suitability of staff working in the nursery and looked at a range of other pertinent documentation, including planning application approval and procedures for outings.
- The inspector checked staff's first-aid qualifications and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Recruitment and vetting are robust and procedures for outings and the use of mobile phones are compliant with requirements. Staff throughout the nursery are aware of the procedures for reporting concerns or allegations. The nursery is well organised and the owner has ensured that an effective system for staff supervision and development is implemented. Staff attend plenty of relevant training which facilitates the ongoing improvement of their teaching. The owner monitors securely the staff's assessments for children's progress. She uses this information to develop action plans for improvement to improve the quality of learning further. Staff work closely with parents and other professionals to support children's unique care and learning needs. Parents speak highly of staff and the care they provide. In particular they describe a key strength of the nursery as the family feel and friendly, welcoming atmosphere.

Quality of teaching, learning and assessment is good

Children are making good progress. The playrooms are thoughtfully organised to extend children's ideas and provide opportunities to explore what they like, know and can do. Pre-school children practise their writing skills as they play in the cafe. Two-year-old children spontaneously use words like squishy to describe the dough as they fold and manipulate it. Activities are well matched to children's interests and abilities. Older babies mix sand and water. Younger babies are well supported to develop their exploratory and social skills. Staff sit with them to help them handle books and roll a ball back and forth. Staff count along with the children as they learn to stack the wooden blocks to make a tower.

Personal development, behaviour and welfare are good

Children enjoy close contact with their key person. They are highly confident and readily join in activities. Pre-school children explain the importance of hygiene procedures and why they like the food they are eating. Planting and growing of seeds in the garden is helping them understand about the need to care for and nurture living things. Two-year-old children demonstrate an understanding of keeping safe. For example, they wear an oven glove in their role play and explain that the pan is hot. Staff support children's self-esteem and motivation to learn as they praise and encourage their efforts and achievements. Children who speak English as an additional language are supported well as staff work very closely with parents so they can respond to children more effectively. There is a suitable range of toys, books and other resources, representative of today's society and modern Britain, to help extend the children's awareness of families and beliefs beyond their own.

Outcomes for children are good

The staff nurture children's confidence and exploratory natures very well. Babies are keen to explore tactile materials and toddlers eagerly use water to make marks or paint to create pictures. Two-year-old children show how they balance on one leg, explaining they are doing ballet. This well-organised environment and the encouraging adults help prepare children well for their next stage of their learning. Pre-school children delight in linking and naming letters such as S for snake as they begin to develop their early reading skills.

Setting details

Unique reference number	EY248043
Local authority	Sefton
Inspection number	855897
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	32
Number of children on roll	54
Name of registered person	Rocking Horse Nursery (Southport) Limited
Registered person unique reference number	RP908307
Date of previous inspection	16 November 2011
Telephone number	01704 231023

Rocking Horse Nursery (Southport) Limited was registered in 2002. The nursery employs eight members of childcare staff. Of these, one holds qualified teacher status and another has early years professional status. The remaining six staff have appropriate early years qualifications at level 3 or 5. The nursery opens Monday to Friday, 51 weeks of the year with the exception of bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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