

Stripy Horse Day Nursery

Long Croft, Preston Patrick, Milnthorpe, LA7 7PF



Inspection date	18 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 leaders, managers and staff are extremely motivated to improve the quality of the provision. The highly qualified leaders and managers are nurturing a well-qualified staff team that is working towards the same aims and goals. This is contributing to children making very good progress in their learning and development.
- The leaders and managers are making good use of training opportunities to develop the staff team's practice. A wide variety of methods is used to improve staff's knowledge and understanding. This is having a positive impact on outcomes for children.
- Staff observe and listen sensitively to children as they play. This helps to identify children's interests and helps to inform planning for their next steps in learning. Staff successfully and accurately assess children's progress in their learning and development, helping all children achieve to a good standard.
- Partnerships with parents and other early years professionals are well established and effective. This helps to provide children with continuity of care and learning, which helps to support their progress and development.
- Children are well cared for. Staff know children well and are attentive to their individual needs. Children are active, confident and develop good physical skills. They competently climb grassy slopes and trees, use water to wash toys and make puddles to jump in.

It is not yet outstanding because:

- Sometimes, staff miss opportunities to challenge and extend children's learning, for example, in speech, language and mathematical thinking.
- On occasions, staff do not consistently promote the highest levels of good hygiene practice during some everyday routines, such as during nappy changing.

What the setting needs to do to improve further

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

- use more opportunities to challenge and extend children's learning, particularly with regard to supporting children's speech, language and understanding of mathematical concepts
- ensure that policies and procedures to promote the highest levels of good hygiene practice are followed even more robustly.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good, secure knowledge of the procedures to follow should they have a concern over a child's welfare. Risk assessments completed on the environment and individual activities are very thorough. These are re-evaluated regularly to help ensure that risks to children are minimised. The leadership team works well together. They mentor and supervise staff effectively. Recruitment is very robust, with new staff having a thorough induction to help them successfully fulfil their roles and responsibilities. The whole staff team is reflective on practice. They welcome the views of staff, parents and children. This helps to drive continual improvement and offer a quality service to children and families.

Quality of teaching, learning and assessment is good

Staff have a thorough understanding of the early years foundation stage and overall, the quality of their teaching is good. Staff are very responsive to children. All children, including babies, experience motivating and stimulating activities that extend their curiosity and support learning. For example, babies are given opportunities to explore different materials that stimulate their senses, such as jelly and cream. Older children concentrate well as they fill their buckets with water and add this to the soil to make mud. They experiment using pipes, tubes and guttering, effectively learning how things work. Managers and staff closely monitor the progress of individual and groups of children in their learning and development. Actions are taken to reduce any gaps in learning, for example, those between the attainment of boys and girls.

Personal development, behaviour and welfare are good

The nursery is warm, friendly, inviting and homely. Children's emotional and physical well-being are fostered well. Children settle quickly, supported well by their key staff who, on most occasions, greet them at the door each day. This helps forge and maintain close bonds and attachments. Children have plentiful opportunities to experience and enjoy the fresh air and beautiful countryside. Staff encourage and motivate children to make good use of the interesting, natural and stimulating outdoor spaces. Staff support children to become independent. Children confidently put on their outdoor boots and are assisted effectively to put on splash suits. Children's behaviour is good. Staff understand how to support children and adapt behaviour strategies to suit the respective ages and stages of development. Children successfully learn to respect others and learn the difference between right and wrong.

Outcomes for children are good

Children are acquiring the skills in preparation for school. They learn good manners and social skills at meal and snack times. They are learning to assess and take manageable risks, particularly when playing outdoors. Children are active, enthusiastic and self-motivated as they explore the environment. They are confident with adults and each other and show pride in their achievements. Children have lots of opportunities to develop their early literacy and mathematical skills. They have access to books and writing materials within their play environment. This helps them to learn that writing has a purpose.

Setting details

Unique reference number	EY489963
Local authority	Cumbria
Inspection number	1014917
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	36
Name of registered person	Claire Elizabeth Catherine Robinson
Registered person unique reference number	RP909509
Date of previous inspection	Not applicable
Telephone number	015395 66039

Stripy Horse Day Nursery was registered in 2015. The nursery employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3, including the manager who holds a qualification at level 6. In addition, the owner holds both early years professional status and qualified teacher status. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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