

Rocking Horse Kindergarten

Rocking Horse, Day Nursery, Giles Close, COVENTRY, CV6 4DZ



Inspection date	5 January 2017
Previous inspection date	12 August 2013

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

- Staff use what they know about children to challenge them effectively in their learning. They observe and assess children's progress and planning for future learning is based on a good knowledge of each child.
- The partnerships with parents are strong. Information is continually shared, in order to meet children's care needs and ensure that they make best progress. Parents share very positive views about the provision.
- Staff work effectively with parents and other early years professionals to ensure that children with special educational needs receive the additional support that they need.
- Children's emotional security is initially addressed with a gradual settling-in procedure that is agreed with parents. A planned change of room and the names of key staff are shared with parents and these changes are organised well within the nursery.
- Children make good progress in their physical development. Staff provide a variety of resources so that they can practise their good manipulative skills in different ways.
- Leadership and management are effective in evaluating practice, in order to secure continuous improvement.

It is not yet outstanding because:

- Children's understanding of similarities and differences between themselves and others is not fully supported by staff. Their learning with regard to different traditions, families and communities beyond their own experience is not fully promoted.
- Staff do not fully support babies' sensory exploration with different media and materials.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about people, families, communities and traditions beyond their own experience
- extend opportunities for babies to explore and experiment with different media and materials.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager and discussed teaching methods with her.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the possible signs of abuse and know the internal and local child protection referral procedures to follow if they are concerned about a child. All required staff suitability checks are completed at the time of recruitment and selection. Induction procedures meet requirements and ongoing suitability is discussed during staff supervision meetings. A comprehensive safeguarding policy has been drawn up and is regularly reviewed by staff. The premises are safe and secure, and staff are deployed so that children are continually supervised. All staff hold first-aid qualifications. The manager observes staff's practice, in order to identify strengths and areas for improvement. Training needs are discussed during supervision meetings. The manager ensures that staff complete training, which keeps their knowledge about early years issues up to date and benefits children.

Quality of teaching, learning and assessment is good

Staff use their assessment of children's learning to plan activities that challenge them successfully. Children make good progress in their communication and language development. Staff interpret the wants and needs of babies successfully as the babies communicate through expression, gestures and explore the sounds of their voices. Staff support young children well as they progress from saying single words to forming simple sentences. They also support children in using signing as a communication strategy. Children make marks in a variety of different ways. Toddlers notice the prints they create on paper when they have dipped the feet of toys animals into paint. Older children explore the change as water that is mixed with food colouring is frozen and then melted.

Personal development, behaviour and welfare are good

The relationships between staff and children are strong. Staff promote children's self-esteem through acknowledging and praising positive behaviour. Children behave well and play cooperatively. Their independence is supported well with regard to managing their self-care needs and managing simple tasks for themselves, such as putting on their coats before playing outside. Children are physically active. Equipment in the baby room supports babies' emerging climbing skills well. Children learn to keep themselves safe, for example, as they know that they must all go in the same direction when running races outside. Children's health is promoted effectively. They are physically active every day and they eat healthy, varied and nutritious food. Fresh food is cooked daily and children's different dietary needs are known and met.

Outcomes for children are good

Children's learning builds well on what they already know and can do. They make good progress in readiness for the move on to school. Children confidently make decisions about their play. Older children express themselves clearly. Their pencil control is developing well and they make good progress in their mathematical development. For example, children count spontaneously and they are developing their knowledge of addition and subtraction. Older children are gaining an awareness of the letters that represent sounds and the numerals that represent quantities.

Setting details

Unique reference number	EY459971
Local authority	Coventry
Inspection number	1066751
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 - 5
Total number of places	65
Number of children on roll	49
Name of registered person	Simnir Ltd
Registered person unique reference number	RP902337
Date of previous inspection	12 August 2013
Telephone number	02476 667855

Rocking Horse Kindergarten was registered in 1999. It employs 11 members of childcare staff. Of these, the manager holds an early years qualification at level 6 and seven staff hold early years qualifications at level 3. The kindergarten opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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