

Rocking Horse Private Day Nursery Limited

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



Inspection date

Previous inspection date

7 August 2017

30 November 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although managers regularly observe practitioners' teaching, their observations do not accurately measure the quality of the teaching taking place. As a result, practitioners are not helped sufficiently to improve and the quality of teaching is inconsistent.
- Practitioners do not use the next steps they identify for individual children's learning effectively enough when they plan routines and activities. Consequently, children do not always make good progress in their learning.
- Some practitioners do not communicate their expectations for children's behaviour well enough. Children do not know that some of their behaviour is unacceptable or why.
- Plans to improve the provision are not clear enough to drive rapid improvement.

It has the following strengths

- Managers maintain the premises and equipment well. They establish robust policies and procedures that help to promote children's welfare. They review risk assessments regularly and take effective action to minimise risks to children's safety.
- Partnerships with parents are strong. Practitioners gather information from parents when children start to attend the provision. They use the information to establish starting points for children's learning and to promote their well-being.
- The nursery team works in partnership with other professionals and settings. This helps to promote continuity in children's learning and development when they start school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement an effective system for supervising practitioners that promotes continuous improvement in the quality of their teaching	04/09/2017
■ ensure that the planning of activities takes full account of what is known about individual children to help them make good progress	04/09/2017
■ ensure staff manage children's behaviour in a consistent and appropriate way, in order that children learn about the consequences of their behaviour and know that some behaviour is unacceptable.	04/09/2017

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

- use information gained from evaluation of the provision more effectively, to plan actions that drive sustained improvement.

Inspection activities

- This inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- The inspector spoke with practitioners and children during the inspection. She completed two joint observations with a nursery director.
- The inspector held a meeting with a nursery director, the nursery manager and the early years lead. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers evaluate practice and demonstrate a commitment to improve. For example, they use information from practitioners' accurate assessments of children's attainments to identify areas for development. However, their action plans do not establish the intended outcomes clearly enough to sustain continuous improvement. Managers do not monitor the quality of teaching well enough to help the well-qualified team to continuously improve their teaching. As a result, the quality of teaching is inconsistent and is not improving rapidly enough. Safeguarding is effective. The manager trains practitioners to understand and follow the nursery's safeguarding policies and procedures. Deployment of practitioners is well organised and staff-to-child ratios are maintained. This helps to promote children's safe supervision. Managers seek and welcome parents' views about the provision. They follow effective procedures for responding to complaints and first-aid requirements are met.

Quality of teaching, learning and assessment requires improvement

Some teaching is very good. For example, practitioners skilfully observe that two-year-old children are beginning to show awareness of words that rhyme. They read a story that encourages children to join in with rhyming phrases. Children are challenged to think and learn when practitioners pause and encourage them to suggest the rhyming word. However, some practitioners carry out activities without precisely identifying what children will learn. For example, practitioners in the toddler room do not take account of individual children's next steps for learning when they plan the daily song time.

Personal development, behaviour and welfare require improvement

Practitioners develop good relationships with children and parents. The key-person system is effective. Practitioners follow clear procedures for reporting children's accidents and injuries, and this helps to promote children's welfare. Rules and routines are generally well established and help to promote children's independence. However, on occasion, the boundaries for pre-school children's behaviour are not taught consistently. For example, children play energetic games outside. They encroach on other children's play and practitioners do not remind them to follow the rules of the game.

Outcomes for children require improvement

Weaknesses in teaching mean that children do not make as much progress as they could from their starting points. However, most children develop the basic skills and knowledge they need to start school. They know and join in with the words and actions to familiar songs. They begin to recall the sequence of events in familiar tales. Children count during daily routines and begin to understand some of the purposes of number. Older children recognise their written names. They use the toilet independently and know why they must wash their hands.

Setting details

Unique reference number	312312
Local authority	Tameside
Inspection number	1109912
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	106
Number of children on roll	181
Name of registered person	Rocking Horse Nursery Limited
Registered person unique reference number	RP518753
Date of previous inspection	30 November 2012
Telephone number	0161 371 7847

Rocking Horse Private Day Nursery Limited registered in 1994. The nursery employs 26 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 5, three at level 4, 12 at level 3 and six at level 2. One practitioner holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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