

# Rocking Horse Nursery

RLC NHS Trust, Alder Hey Hospital, Eaton Road, West Derby, Liverpool, Merseyside,  
L12 2AP



## Inspection date

2 November 2017

Previous inspection date

30 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager and staff provide a safe setting where children are looked after well. They are strongly committed to continually providing high-quality childcare.
- The manager ensures that staff access regular training to help improve outcomes for children. Information gained from recent training in communication and language is used well. For example, staff use flash cards to help children to sit and listen. This helps to promote children's good listening and attention skills.
- All children develop good independence from an early age. For instance, babies freely access the good range of available resources. Younger children wash their hands after toileting. Older children enjoy taking responsibility for setting the tables for lunch. All children are prepared well for future learning and move on to school.
- Partnerships with parents and other professionals are good. The manager and staff work closely with them to meet children's individual needs very successfully.
- Staff use information gained from their observations and assessments of children's learning. They plan good activities that children enjoy and that closely follow their individual interests.

### It is not yet outstanding because:

- The manager requires further time to embed new performance management systems and help support staff to achieve the highest levels of teaching.
- The manager uses a new system to monitor the progress made by different groups of children. However, this is still in its infancy and is not deeply embedded in practice.

## What the setting needs to do to improve further

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

- embed new performance management systems fully and help staff to achieve the highest levels of teaching
- embed precise ways to monitor the progress of specific groups of children and help to extend outcomes for all children.

### Inspection activities

- The inspector had a tour of the nursery with the nursery manager, including the outdoor environment.
- The inspector spoke with children and staff during the inspection. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the nursery manager.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete regular safeguarding and first-aid training. They know about the signs that would cause them concern about a child's welfare and the required child protection procedures they must follow. This includes procedures for wider safeguarding concerns. The manager and staff use ongoing reflection well to identify strengths and areas where they can make improvements. For example, they are currently discussing ways that they can help to improve the outdoor area. Parents and carers are complimentary about the nursery. For example, they state, 'Staff are very approachable. They go the extra mile to help my child'.

### Quality of teaching, learning and assessment is good

Well-qualified staff get to know children very well and focus strongly on promoting learning through children's individual interests. For example, staff in the baby room model counting for babies to hear as they play with toy farm animals. On a walk into the local community, staff encourage younger children to compare the size of two spiders that children find in a bush. This also helps children to learn about the natural world around them. Older children are encouraged to solve simple sums, such as finding one more as they build towers using cubes. This helps children across the nursery to build on their good mathematical skills.

### Personal development, behaviour and welfare are good

Children settle quickly into the nursery and form strong attachments to staff and their peers. Staff in the baby room are caring and sensitive to babies' needs. They encourage babies to practise their physical skills, such as taking steps towards them to build on their early walking skills. Staff support children's health well. All children spend ample time outdoors and enjoy being physically active. Food provided is healthy and nutritious. Staff are vigilant and ensure that children's dietary needs are consistently met. They promote children's understanding of how to keep themselves safe. For instance, staff teach children how to cross the road safely when on outings. Children behave well and treat each other with respect and kindness.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who receive funded education, make good progress. They are confident and engage well with visitors. Babies enjoy exploring the feeling of paint between their fingers and learn that they can make marks, such as handprints on paper. Younger children discover that they are as tall as a giant pumpkin and investigate the sensory properties of its skin. Older children share and take turns as they test out how fast their toy cars can travel down a ramp. They whoop for joy as the cars whizz across the floor, learning about scientific concepts, such as speed and velocity. All children are motivated and eager to learn during their time spent in the stimulating nursery environment.

## Setting details

<b>Unique reference number</b>	EY274569
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1104150
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	NHS Trust Alder Hey Hospital
<b>Registered person unique reference number</b>	RP904310
<b>Date of previous inspection</b>	30 September 2014
<b>Telephone number</b>	0151 252 5324

Rocking Horse Nursery registered in 2003. The nursery employs 23 members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 6.45am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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