

# Rocking Horse Private Day Nursery Limited



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

## Inspection date

14 February 2018

Previous inspection date

7 August 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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 experienced and well-qualified management team has worked extremely hard since the last inspection and has been successful in raising the quality of the setting. They use clear actions plans to focus on areas to improve and implement plans rapidly.
- The nursery environment is stimulating, both inside and outdoors. In addition to children's base rooms, they benefit from a range of areas, including a sensory room and an area where children help to care for small animals, such as guinea pigs.
- Staff are trained in promoting positive behaviour. They act as good role models and use a range of appropriate strategies. Children's behaviour is good.
- Staff prepare children well for their next stage in learning. They provide a range of interesting activities that successfully motivates, engages and challenges children, overall.
- Children explore a range of cultural festivals. For example, they delight in a visit from a Chinese dancing dragon and excitedly talk about the experience throughout the day.

### It is not yet outstanding because:

- The new systems to help support parents to extend children's learning at home are not yet fully embedded or highly successful.
- Managers closely monitor children's progress. However, they have not yet evaluated how the use of the early years pupil premium funding has improved their outcomes.
- Sometimes, staff do not make the best use of everyday routines to help extend older children's understanding of mathematics.

## What the setting needs to do to improve further

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

- develop the systems to help parents extend children's learning at home, to help children continue to make good levels of progress
- strengthen the monitoring systems that include how the use of government funding has improved outcomes for children
- adapt teaching during routines to help support older children's mathematical learning further.

### Inspection activities

- The inspector observed the quality of teaching and evaluated the impact this has on children's learning.
- The inspector held a number of discussions with the provider, the nursery manager, deputy manager and the manager from another nursery within the group. She viewed a range of documentation, including evidence of the suitability of adults working on the premises.
- The inspector observed a planned activity and jointly evaluated the teaching with the provider.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and grandparents on the day of the inspection and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

The management team offers staff regular supervision sessions to coach, mentor and support staff. Staff contribute to training plans and training is purposeful. For example, staff working with children who have special educational needs and/or disabilities are trained in sign language. This has a positive impact on staff's teaching skills. Systems for the safe recruitment of staff are robust. Staff receive thorough inductions that help to prepare them for their role. Safeguarding is effective. Staff are alert to the potential signs of abuse. They know the procedures to report any concerns about a child's safety or welfare. Managers implement a number of policies and share these with parents, including the complaints procedure. Staff provide suitable levels of supervision for children. This helps to keep children safe.

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

Staff regularly observe children and make accurate assessments. They keep parents well informed of children's achievements. Staff provide younger children with a range of interesting objects. Children eagerly lift them and concentrate as they watch the movement with delight. This helps to build their physical skills and concentration. Two-year-old children enjoy rhyme time. They make their requests using a board with detachable pictures. Staff engage children in using actions alongside songs. This helps to support their speaking, listening and attention skills. Staff provide torches for older children. They have fun exploring a dark area where they use their hands to create shadows. They pretend that their shadows are dinosaurs and this prompts conversation between children. This activity helps to extend their understanding of technology. It also supports their imagination and helps to extend their vocabulary.

### Personal development, behaviour and welfare are good

Children are happy, settled and confident. Overall, partnerships with parents are good. Parents speak highly of the staff and the care children receive. Staff caring for younger children know their home routines exceptionally well and work hard to mirror them. All staff are attentive and adapt care routines for individual children. For example, children's nappies are changed regularly depending on their needs. Children are supported to lead healthy lifestyles. They receive healthy meals and snacks and engage in an active session to music at the start of the day. Older children are independent in self-care. They wash and dry their hands and help themselves to tissues to wipe their noses.

### Outcomes for children are good

All children make good progress in their learning. Older children are well prepared for their move to school. They ascribe meanings to the marks they make and some are starting to write their name. Children display high levels of self-motivation. For example, they spend long periods of time peeling oranges. They keep trying and do not give up easily. Younger children display good levels of concentration and they are inquisitive. For example, they engage well in a group activity to help make fat balls for the wildlife.

## Setting details

<b>Unique reference number</b>	312312
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1111922
<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 - 5
<b>Total number of places</b>	106
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Rocking Horse Nursery Limited
<b>Registered person unique reference number</b>	RP518753
<b>Date of previous inspection</b>	7 August 2017
<b>Telephone number</b>	0161 371 7847

Rocking Horse Private Day Nursery Limited registered in 1994. The nursery employs 25 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds level 5, two hold level 4, 14 hold level 3, and three hold level 2. The nursery opens Monday to Friday from 7.30am until 6pm, all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children.

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