

# Rocking Horse Nursery

Newbury Racecourse, Newbury, Berkshire RG14 7NZ



<b>Inspection date</b>	22 August 2018
Previous inspection date	27 April 2016

<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 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

### The provision is good

- The manager and deputy are enthusiastic, motivated leaders who are committed to providing high-quality, inclusive childcare and education. They effectively lead a team of well-qualified staff who use their skills and experience to promote good outcomes for children very successfully.
- Staff support children's learning with enthusiasm. They use their precise observations and accurate assessments to plan effectively for children's next steps in learning. Staff effectively use a wide range of resources and motivating learning experiences to stimulate children's curiosity to learn. Children make good progress throughout the nursery.
- Staff place excellent emphasis on children developing a healthy lifestyle. They rigorously meet children's individual dietary requirements and children enjoy healthy, nutritious meals. Staff act as good role models, and give clear and consistent messages to promote positive behaviour.
- Strong partnership working with parents ensures that they can contribute ideas and stay well informed about their children's learning. Staff provide a wide range of opportunities for parents to support children's learning further at home, such as through information sessions and a resource-lending scheme.

### It is not yet outstanding because:

- The monitoring of staff practice does not focus sharply enough on their professional development, to ensure the very best outcomes for children.
- Sometimes, staff do not make highly effective use of opportunities to promote or extend children's thinking skills fully.

## What the setting needs to do to improve further

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

- build on the supervision systems for staff, to focus more sharply on their professional development and provide the best possible outcomes for children
- make the best possible use of opportunities to promote children's thinking skills.

### Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector discussed children's progress with staff. She looked at a sample of documentation, including staff suitability checks, and accident and incident records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection and held a meeting with the leadership team.
- The inspector conducted a joint observation of an activity in the pre-school room.

**Inspector**  
Melissa Cox

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff have a good understanding of safeguarding issues and are clear on the procedure to follow when they note a concern. Staff deploy themselves effectively and implement robust risk assessment procedures to promote children's safety. The management team follows rigorous procedures to ensure the initial and ongoing suitability of staff to work with children. It very effectively monitors the progress different groups of children make, and swiftly provides additional support to make sure all children achieve equally and get the very best start. The team regularly gathers the views of parents, children and staff as part of the its self-evaluation, and acts on these very successfully to ensure it meets the needs of their families. Parents speak very highly of the nurturing and professional staff team and the wide range of learning opportunities their children enjoy.

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

Staff plan very successfully to support children's learning and are highly responsive to children's emerging interests. For example, they create exciting learning spaces and introduce imaginative resources, such as recycled materials, which children eagerly use to create castles as part of their make-believe game. Staff interact well with children and support them well in building their knowledge as they play and have fun. For instance, staff help babies concentrate as they work out whether a ball fits into different sized containers. Outside in the garden, toddlers become deeply involved in digging in the sand or developing their physical skills as they wash their cars in the nursery car wash. Staff support children's literacy skills well. For example, children enjoy activities, such as 'finger gym' to develop their physical skills in readiness for writing.

### Personal development, behaviour and welfare are good

Staff provide high levels of care in this nurturing and friendly nursery. They know babies' routines and meet their care needs effectively. Staff support children's awareness of caring for their environment. For example, older children discuss their commitment to recycling and talk about their responsibility to pick up litter on beaches so as not to endanger sea life. Initiatives for staying safe and healthy, such as sun awareness, help support children to understand why they should take care in the sunshine. Staff help children to develop their independence and support them to develop a wide range of self-care skills, such as dressing for sports activities or serving food at mealtimes, in readiness for their move to school. Children understand behaviour expectations and are kind and considerate to others.

### Outcomes for children are good

All children develop key skills that support their readiness for school. They quickly become capable, resilient and self-confident learners who embrace new challenges and take responsibility for their own learning. Babies enjoy exploring flour and water, using their senses and fingers to make marks. Toddlers explore water play and problem solve why the toy boats sink or float. Older children recognise that written text carries meaning and solve simple mathematical problems with confidence. By the time older children leave the nursery, they make very strong progress overall.

## Setting details

<b>Unique reference number</b>	110619
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10066584
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	111
<b>Number of children on roll</b>	190
<b>Name of registered person</b>	Newbury Racecourse Plc
<b>Registered person unique reference number</b>	RP524280
<b>Date of previous inspection</b>	27 April 2016
<b>Telephone number</b>	01635 48969

Rocking Horse Nursery registered in 1992. The nursery is open from 7.30am to 6pm, all year round, with the exception of bank holidays and the period between Christmas and New Year. The provider employs 35 staff. Of these, 27 staff hold early years qualifications at level 3 or above. The setting receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

