

Rockinghorse Daycare

Lime Tree Barn, Welgate, Mattishall, DEREHAM, Norfolk NR20 3PJ



Inspection date	21 August 2018
Previous inspection date	6 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 qualified and experienced nursery team is committed to providing children with high-quality care and education. Managers encourage staff to reflect regularly on the quality of the provision and share new ideas from training they have attended. This helps them to develop and improve the activities and experiences they offer to children and families.
- Staff skilfully extend activities with additional resources relevant to children's interests. For example, during play in the mud kitchen, staff provide children with a laminated mud recipe book. This encourages children to count and measure ingredients and helps to support their early literacy skills.
- Children develop independence and an understanding of how to manage risks and keep themselves safe. For example, older children learn how to hold a knife to butter bread and crumpets safely at snack time.
- Children enjoy socialising during mealtimes and often play cooperatively with their friends to achieve a shared goal. For example, younger children ask the older ones to read instructions to them during a game.
- Parents praise the caring, approachable staff team and the variety of activities available. They appreciate the regular opportunities to review their children's learning and achievements with staff, such as 'Parent Breakfasts'.

It is not yet outstanding because:

- Although staff obtain information about children's routine and care needs during enrolment, they do not gain information from parents about children's prior learning to identify children's starting points.
- Systems for monitoring staff performance do not focus sharply on developing the quality of teaching practice even further.

What the setting needs to do to improve further

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

- obtain detailed information on children's capabilities during the enrolment process, to enable precise planning for children's learning and progress at the earliest opportunity
- strengthen the existing system for monitoring and developing staff performance to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with one of the managers.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the setting managers. She looked at relevant documentation, including children's learning records and evidence of the suitability of staff.
- The inspector took account of the views of parents through conversations during the inspection and written feedback.

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The managers and staff have a robust understanding of the signs and symptoms of abuse, and what to do if they have any concerns about a child's welfare. All staff attend mandatory training, with several attending specialist training alongside managers, which supports their safeguarding knowledge and practice well. There are effective systems in place to ensure the ongoing suitability of staff. Managers are reflective and forward thinking. They use clear action plans to organise changes and additions to the provision. This ensures that development is timely and supports all staff to understand their roles and responsibilities. Staff use risk assessments and food hygiene plans to help keep children in their care safe and healthy.

Quality of teaching, learning and assessment is good

Staff know the children well. They use accurate observations and assessments to plan for each child's interests and learning needs. They ensure activities are adapted to provide for children's differing ages and abilities. Managers track children's progress and use this information to identify additional resources or support required to meet gaps in learning. Children have plenty of opportunities to learn about the wider world. For example, they explore musical instruments from different countries and try food from a range of cultures. This helps them to respect and celebrate each other's differences. Children enjoy accessing books and listening to staff read stories. Toddlers and the younger children find their own resources to use during role play about their favourite books. For example, they find colanders to act as 'space helmets' during a story about a journey to the moon.

Personal development, behaviour and welfare are good

Children are excited to arrive at the welcoming setting, where all staff greet them warmly. They settle quickly, confidently choosing from the range of attractively presented resources. Children form good bonds with staff, seeking them out for support with tricky tasks or reassurance. All children, including the younger ones, are encouraged to be independent when washing their hands, pouring themselves milk and peeling bananas at snack times. Staff recognise and praise children's efforts. For example, they praise children for persisting at tricky tasks, such as putting on their shoes. This supports children's self-esteem and builds their confidence. Children play energetically in the large garden where they explore the water tray, 'cook' mud cakes and plant flowers. Older children show they understand the safety rules before climbing trees.

Outcomes for children are good

Children make good progress in their learning and development. They become confident communicators, joining in with songs and conversations with enthusiasm. From a young age, children begin to answer 'why?' and 'what if?' questions posed by staff. This demonstrates their critical-thinking skills and knowledge about the way the world works. Older children demonstrate good concentration and physical development as they cut, arrange and stick craft materials. They recognise their name and use this to find their water bottle. Children are well prepared for their next stage in learning, such as school.

Setting details

Unique reference number	EY371024
Local authority	Norfolk
Inspection number	10065008
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 7
Total number of places	28
Number of children on roll	56
Name of registered person	Rockinghorse Daycare
Registered person unique reference number	RP521742
Date of previous inspection	6 October 2015
Telephone number	01362 850409

Rockinghorse Daycare registered in 2003 and re-registered in 2008. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including a member of staff with early years professional status. The nursery opens from 8am to 6pm from Monday to Friday all year round, with closures on bank holidays and a week for Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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