

Rocking Horse Nursery Stamford Limited

85 Rutland Road, Stamford, Lincolnshire PE9 1UP



Inspection date

5 September 2018

Previous inspection date

11 August 2015

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

Summary of key findings for parents

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

- The manager is not able to demonstrate that the required progress check for children between the ages of two and three years is completed for all children.
- Staff do not receive regular supervision and the monitoring of the quality of teaching is not robust enough to help ensure any weakness in staff practice is identified and addressed quickly.
- Managers do not have fully established systems to monitor all the groups of children and to precisely identify any gaps in learning to help them catch up quickly
- Staff do not consistently share ideas with parents about how they can support their children's learning at home.

It has the following strengths

- Children who have special educational needs and/or disabilities are very well supported to make good progress. Staff work extremely closely with parents and other professionals, such as physiotherapists, to help make sure children's development targets are precisely linked to their needs.
- There are good links with children's future schools. Staff share valuable information about children's achievements. They help children to be aware of the changes and expectations in preparation for moving on.

What the setting needs to do to improve further

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

	Due date
ensure parents are provided with a written summary of their child's development in the prime areas of learning when their child is aged between two and three years	05/10/2018
develop supervisory arrangements to help ensure they support staff's continuous improvement and personal effectiveness.	05/10/2018

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

- strengthen the monitoring of children's learning to measure the progress of different groups of children to precisely identify gaps in their learning and target support more effectively
- provide parents with more ideas and guidance about how they can support their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Peter Towner

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have completed the necessary statutory training to maintain a safe environment. Staff are confident in their knowledge of what action they must take to protect children from harm. Risk assessments are completed regularly. There are effective procedures to check on staff's suitability to work with children. However, supervisory arrangements for staff are not fully embedded. Managers do not schedule sufficient opportunities for staff to discuss their own development or check they are meeting their responsibilities. The provider and manager seek the opinions of parents, children and staff about the service provided. They are committed to improving the quality of the provision and raising standards to a good level. Parents comment positively about the nursery and say that it is homely and has friendly helpful staff.

Quality of teaching, learning and assessment requires improvement

Staff observe children and establish the starting points for their learning on entry. They then assess children's progress and achievements over time. This helps them to plan activities and promote children's learning. However, the assessment process does not include providing a written summary of each child's level of achievement between the ages of two and three years. This means that parents are not given valuable information to share with health visitors or other professionals. Therefore, if required, any gaps in learning or need for intervention cannot be addressed swiftly. Children's communication skills are encouraged in many different ways. For example, younger children develop a keen interest in action songs and rhymes.

Personal development, behaviour and welfare are good

A stimulating learning environment keeps children purposefully involved in their self-chosen play. Staff promote children's independence through different ways. Children move around the playroom at ease, choosing who and what they want to play with. They are learning to do things for themselves. Staff know the children well and understand their needs effectively. They promote healthy lifestyles. Children eat nutritious snacks and meals. There are plenty of opportunities to play and learn outdoors and to develop a broad range of skills. For example, first-hand experiences include working collaboratively in the community allotment growing vegetables and activities in woodland settings. This builds confidence, self-esteem and resilience. Behaviour is good. Staff are positive role models for children. They are kind and polite and remind children to use good manners. Staff support children's social skills extremely well. For example they teach children to manage their feelings.

Outcomes for children require improvement

Overall, children are making steady progress in their learning and development. However, the manager and staff do not effectively monitor how well different groups of children are achieving. They are not aware if gaps in learning for different groups of children are diminishing. Older children build secure friendships as they play cooperatively and work together. They are developing understanding and ability with their early mathematical skills. Children select a correct number of objects and recognise that they need 'one more' to make up the correct amount.

Setting details

Unique reference number	EY276326
Local authority	Lincolnshire
Inspection number	10064649
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	1 - 4
Total number of places	48
Number of children on roll	72
Name of registered person	The Rocking Horse Nursery Stamford Limited
Registered person unique reference number	RP907321
Date of previous inspection	11 August 2015
Telephone number	01780 757922

Rocking Horse Nursery Stamford Limited registered in 1992. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, eight at level 3, and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

