

# Rocking Horse Day Nursery

1 The Stables, Carla Beck Lane, Carleton, Skipton, North Yorkshire BD23 3BU



<b>Inspection date</b>	13 November 2018
Previous inspection date	25 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

### This provision is good

- Leaders have worked hard and enlisted the support of other agencies and services to ensure that weaknesses identified at the last inspection have been addressed.
- There is a high focus on creating a warm, nurturing environment where all children and parents feel welcomed and included.
- Staff are very caring and take time to build strong bonds with children. Consequently, children, including those with additional needs, are very settled and confident.
- Children remain engaged and motivated in their play and learning throughout the day. This is because of the stimulating and accessible indoor and outdoor areas provided.
- There is a high focus on the importance of children learning through play. Staff interact sensitively with children, recognise their interest and support their learning and engagement well.
- Staff assess children's development closely and identify what children need to learn next. Systems to highlight any child who is at risk of falling behind are effective. This means that, with the full support of parents and other professionals, additional support is quickly put in place.
- Systems for monitoring the quality of teaching and learning are not consistently focused sufficiently on what aspects of staff's practice could be improved to provide the greatest impact on children's learning.
- Menus do not consistently offer sufficient opportunities for children to make healthy choices.

## What the setting needs to do to improve further

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

- continue to develop monitoring and coaching processes to provide an even sharper focus on how staff can improve their practice
- work with parents to consider how a revised menu could further improve children's already good diet.

### Inspection activities

- The inspector observed children taking part in a range of activities indoors and outdoors.
- The inspector held regular discussions with the nursery manager and spoke with staff and children during the inspection.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector spoke with several parents during the inspection, read their testimonials, and took account of their views.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation required for the safe and effective management of the provision.

### Inspector

Pat Edmond

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good level of knowledge, appropriate to their role, about how to protect children. Leaders carry out regular reviews of all safeguarding issues, such as children's individual circumstances, risk assessments and accident reports. Parents confirm that staff are vigilant in their approach to safeguarding their children. Effective self-evaluation, staff supervision and action planning ensure that continuous improvements are made throughout the provision. Successful links with the fire service, pest control and the local authority ensure that all aspects of provision are appropriate and conform to guidance. The well-trained staff team cascades its specialist knowledge effectively. For example, training on early language development has a positive impact on children's progress.

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

Experienced staff are alert and very perceptive in reading children's behaviour and communication. This enables them to respond appropriately to support their care and learning. For example, staff notice small changes in behaviour that indicate a nappy needs to be changed or that children's rest times are altering. Similarly, staff step in to help children to identify numbers, for example, on a target as they throw beanbags, or when they become intrigued about how combination padlocks work. At other times, staff skilfully encourage a shopping list game when children suddenly show an interest in writing. Older children enjoy writing and label their own work with ease. Daily discussions with parents, regular reports and parents' evenings provide a coordinated, consistent approach to supporting children's learning at home. Parents understand their children's learning needs and often support these successfully at home.

### Personal development, behaviour and welfare are good

Children have great fun in the nursery garden each day. This enables them to access fresh air and engage in physical exercise, which contributes to children's good health and development. The youngest children play in the sand and often hide in the cosy den areas. Sometimes they peep out excitedly to see if their key person has seen them. Older children organise themselves and take turns with the minimum of adult support. They enjoy playing group games, such as hide and seek. Staff have a sensible approach to risk assessment. This keeps children safe but does not hinder their enjoyment, confidence or development. Older children learn to understand about their own safety by helping to check the garden before they go off to run, climb or build. Children relish the home-cooked meals. However, main meals do not consistently include fresh vegetables and parents confirm that some desserts could be healthier.

### Outcomes for children are good

Children become confident, independent learners. Children who need additional support make particularly good progress. They develop the key skills they need for the next stage in their learning and to be ready for school. Children are enthusiastic and are motivated to explore and follow their interests. They all make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	400070
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10078603
<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>	38
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Asquith, Jacqueline
<b>Registered person unique reference number</b>	RP906730
<b>Date of previous inspection</b>	25 May 2018
<b>Telephone number</b>	01756 796323

Rocking Horse Day Nursery registered in 1996. The nursery is in the village of Carleton, near Skipton. It employs eight members of childcare staff. The majority of staff hold appropriate level 3 qualifications. The nursery offers funded places for early years education for children aged two, three and four years. The nursery opens Monday to Friday from 7.30am to 6.00pm.

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