

Rocking Horse Nursery (Southport) Limited

35 Norwood Avenue, Southport PR9 7EQ



Inspection date	13 May 2019
Previous inspection date	3 June 2016

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

This provision is good

- Leaders and managers have a clear vision for the nursery. They accurately assess their strengths and take steps to address areas for development.
- The long-standing and well-qualified staff team provides an environment which is warm and welcoming. Staff use praise and encouragement in abundance, helping children to become confident and enthusiastic learners.
- Partnerships with parents are very well established and valued. Parents speak highly of the staff and of how well children settle at the nursery. Staff support parents to contribute to and be involved in children's learning. Partnerships with other professionals are effective and help to ensure good outcomes for children.
- Children demonstrate positive attitudes to, and adopt the behaviours associated with, healthy lifestyles. They enjoy daily opportunities to play outside.
- All children make good progress in their development from their starting points. They are well prepared for the next stage in learning and, where appropriate, for school.
- Staff do not consistently make the very best use of information gained from assessments, to help them to precisely plan the next steps for individual children's learning and development.
- Staff do not consistently provide children with a broad range of activities to help to develop their understanding of diversity beyond their own family. Activities are not always used to help children learn about the similarities and differences between their own and other cultures, traditions and experiences.

What the setting needs to do to improve further

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

- strengthen the use of assessment information to inform greater precision in planning, to help better support individual children's learning and drive progress even further
- provide further opportunities for children to gain a greater understanding of diversity, such as the cultures, traditions and experiences of others, which may be different to their own.

Inspection activities

- The inspector received written communication and spoke with parents during the inspection. She took account of their views.
- The inspector discussed children's progress with the management team, staff and parents.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector had a tour of the nursery.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the nominated person and the manager. She looked at relevant documentation, including children's development records, safeguarding documentation, and evidence of the suitability of staff working in the nursery.

Inspector

Kerry Maddock

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of possible concerns about children's welfare and what they would do if they had concerns about a member of staff. They are confident in their knowledge of reporting procedures. The manager closely monitors the quality of care and teaching that staff provide. She regularly observes them interact with children and provides them with helpful advice to support their future performance. Staff have many opportunities for continuous professional development. They have recently attended training linked to early physical development. Consequently, they have a deeper understanding of children's physical needs, for example, around weaning and toilet training. This knowledge has enabled them to prepare resources, find new ways to engage children and also to better support parents.

Quality of teaching, learning and assessment is good

Staff are knowledgeable about children's learning needs and their interests. They observe children regularly and, mostly, they use this information well to provide activities that support learning overall. Staff use a range of teaching methods that support children's learning and development. Children are motivated to learn. They select what they would like to play with and engage with other children and adults confidently. Pre-school staff are skilled at building children's listening and concentration skills. For example, children stop and listen attentively to instructions when playing games outside. Children of all ages develop a love of books and, as a result, develop early literacy skills. Children develop their mathematical skills well. For example, they count how many spoons of sand it takes to fill a container.

Personal development, behaviour and welfare are good

Staff provide children with a warm and caring environment. Staff are calm and nurturing, which helps children to form close attachments. As a result, children's personal, social and emotional development is supported well. Children develop good physical skills, for example, babies thoroughly enjoy rolling and manipulating balls in the ball pond. Older children think critically and demonstrate an understanding of assessing risks for themselves, for example, as they play on large-scale climbing equipment. Children develop their independence skills well, for example, as they serve meals and pour drinks. Staff are deployed well throughout the learning environment. They closely supervise children who require additional support. They also work in partnership with external agencies, and put in place specific learning targets to help to support the progress of these children.

Outcomes for children are good

All children make good progress in their learning from their starting points. Children demonstrate high levels of confidence and self-esteem. They are supportive of each other's learning and ideas. For example, children play imaginatively together to create spaceships using ride-on toys and hula-hoops. Staff support children to prepare for school and share meaningful information with their new teachers, to help to support continuity of their care and learning.

Setting details

Unique reference number	EY248043
Local authority	Sefton
Inspection number	10073147
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	32
Number of children on roll	54
Name of registered person	Rocking Horse Nursery (Southport) Limited
Registered person unique reference number	RP908307
Date of previous inspection	3 June 2016
Telephone number	01704 231023

Rocking Horse Nursery (Southport) Limited registered in 2002 and is located in Southport. The nursery employs 12 members of childcare staff. Of these, three hold relevant qualifications at level 6, one at level 5 and seven staff at level 3. The nursery opens Monday to Friday, 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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