

The Rocking Horse Club



Walton Lane, Nelson, Lancashire BB9 8BP

Inspection date	5 July 2019
Previous inspection date	22 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Leadership and management are strong. Leaders and staff have high expectations for the setting. Supporting children and their parents is at the heart of all the setting's work. Parents, present and past, comment that the services and support offered to them and their children is 'fantastic' and 'invaluable'.
- Children play harmoniously in the safe, secure and extremely well-resourced learning environments. Babies excitedly explore the outdoor area, smelling flowers and feeling the textures of the different plants. Older children experiment with making different marks with paints and chinks. This supports their literacy and small physical skills.
- Children arrive in high spirits and warmly greet staff and their friends. They quickly settle to their self-chosen activities and are ready to learn. Staff value children's contributions and follow their ideas in play. Children have active imaginations, are motivated and participate well.
- Staff are well qualified and experienced. They know children very well and build strong bonds with them from the outset. Staff observe children regularly and plan highly stimulating activities that capture children's individual interests and promote the next steps in their learning. All children, including those with special educational needs and/or disabilities, make consistently good progress across all areas of learning.
- Staff do not make the most of opportunities as they arise to extend children's language and vocabulary beyond their immediate knowledge and understanding.
- At times, staff miss opportunities during snack time and lunchtime routines to encourage children to have a go and do things for themselves and extend their self-help skills even further.

What the setting needs to do to improve further

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

- make the most of opportunities as they arise to extend children's language and vocabulary beyond their immediate knowledge
- provide more opportunities during snack time and lunchtime routines for children to have a go and extend their self-help skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities carried out indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector held a meeting with the provider, head teacher, special educational needs co-ordinator and the designated safeguarding lead. She looked at relevant documents and checked evidence of the suitability of staff and directors.
- The inspector completed a joint observation of an activity with the head teacher and discussed this with her.
- The inspector spoke to several parents and took account of their views. Additionally, she viewed written feedback responses.

Inspector
Donna Birch

Inspection findings

Effectiveness of leadership and management is good

Staff are deployed effectively and supervise children well. High adult-to-child ratios mean that children receive high-quality care and learning experiences. Risk assessments are robust. The arrangements for safeguarding are effective. All staff have a secure knowledge and understanding of how to keep children safe and free from harm. The monitoring of educational programmes is good. Staff are alert to any potential gaps in children's learning and swift action is taken to address these. Parents, children and staff are all involved in the self-evaluation of the setting. This means that the changes implemented benefit children and their families the most. Staff are supported through effective supervision and coaching. Training is used well to help improve outcomes for children. For example, recent training on the learning environment and behaviour management has been used to evaluate the layout of the baby room. In addition, it has provided staff working with older children further strategies to promote children's emotional security.

Quality of teaching, learning and assessment is good

Children thrive and show increasing levels of independence and concentration as they play. Older children relish tasks, such as operating a computer program. They demonstrate they are capable and responsible. For example, they carefully use the controls and follow the instructions well to complete the educational game. Overall, staff support children's developing language well. Older children enjoy talking about their personal experiences and home life. Babies and toddlers practise their communication skills as they read stories with staff and sing their favourite songs. Staff weave mathematical concepts into all activities. As a result, children gain an understanding of concepts, such as number, shape and size. For example, they compare the size of animals and discuss the shapes of jigsaw pieces and work out how to make them fit together.

Personal development, behaviour and welfare are good

Staff are highly supportive and provide children with meaningful praise and encouragement during their play. Staff are good role models and provide children with clear and consistent behavioural expectations. This means that children's behaviour is good. Accidents and injuries are recorded effectively and are monitored closely by the management team. Food provided for children is healthy and nutritionally balanced and staff meet children's unique dietary needs as agreed with parents.

Outcomes for children are good

Children spend lots of time being physically active outdoors. They skilfully jump and climb. Older children blend and segment the sounds of different words and confidently write their name. They listen attentively to stories being read and become captivated while anticipating what will happen next. Children, including those in receipt of funding, make good progress and are well prepared for their move onto school.

Setting details

Unique reference number	310266
Local authority	Lancashire
Inspection number	10114542
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	92
Number of children on roll	146
Name of registered person	The Rocking Horse Club - Pendle Ltd
Registered person unique reference number	RP901826
Date of previous inspection	22 June 2015
Telephone number	01282 613 437

The Rocking Horse Club registered in 2000. The setting employs 26 members of childcare staff. Of these, 22 staff hold appropriate early years qualifications at levels 2 to 6. One staff member holds qualified teacher status and three members of staff are unqualified. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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