

Inspection of The Rocking Horse Nursery Oxenhope

Rocking Horse Nursery, 63 Denholme Road, Oxenhope, Keighley, Yorkshire BD22 9NP

Inspection date: 1 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure at this welcoming setting. Staff support them to settle after closures due to the COVID-19 (coronavirus) pandemic. Staff know children well and have strong relationships with them. Babies approach staff for reassurance, snuggling into them. Staff talk to children about family events as they eat lunch together. Children respond with enthusiasm and listen to each other. Children delight in telling the inspector about what they enjoy, such as being with their friends, chalking outside and sharing stories together.

Children are kind and caring towards each other. They help their friends to find their coats. Children behave well and staff have high expectations of them. Staff remind children of the rules for 'good listening and looking'. Children then help their friends to remember these rules at discussion time. Children respond well to the praise they receive. Staff encourage them to be independent. Babies select activities and resources from shelves at their height. Children choose whether to play inside or outside throughout the day. Pre-school children make choices about what they want to eat and drink. At lunchtime, children help to set the table and count out the cutlery. They clear away their own plates and wipe the table.

What does the early years setting do well and what does it need to do better?

- Children enjoy singing and sharing books. They join in with action songs with enthusiasm, extending their vocabulary as they learn to name body parts. Babies repeat new words when staff share books with them. Staff show them how to lift the flaps and they laugh when they succeed. Older children listen well to familiar stories. They enjoy handling books and retelling stories to their friends.
- Staff build children's understanding of number. Staff count 'one, two' as they help babies to position their arms to put on an apron. Older children count how many picture cards they have and how many more they need to win the game.
- Staff support children in their emotional development. During discussion time, children talk about their feelings. For example, they talk about feeling nervous about starting school. Staff use skilful questioning to help children to think about and say why they may be feeling a certain way.
- Children have good communication and language skills. Staff model language well. However, on occasion, staff focus their interactions on the more confident and articulate children. This means that the less confident and quieter children do not always enjoy the same quality of interaction, to extend their learning further.
- Overall, staff have a secure knowledge of what children can do and what they need to learn next. For example, older children play bingo. They listen to instructions and take turns. They concentrate for a sustained period. This helps to prepare them for school.

- Staff identify children with special educational needs and/or disabilities. Children receive additional support promptly, which helps them to make the progress of which they are capable.
- Staff help children to take risks. They offer encouragement as toddlers climb up the slide steps independently. Staff teach them to keep themselves safe and remind them to sit down when they reach the top.
- Managers and staff evaluate the layout and resources in each room. After closures, due to COVID-19, children were reluctant to go into the sand and water. Resources based on their interests were introduced. For example, children now play there with dinosaurs and dolls. They develop their imaginations as they make up stories. Children fill, pour and scoop with small tools. This helps to develop their small-muscle skills.
- Partnerships with parents are effective, overall. Parents are full of praise for the care their children receive. Staff give plenty of feedback about children's care and experiences. However, they do not consistently share information about children's individual learning. This means that not all parents are fully aware of their children's learning and development and how they can support them at home.
- Managers hold regular supervision meetings with staff. They support them in their development and offer various training options. Staff are helped to manage their workload well and they speak highly of the support they receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility towards ensuring the welfare of children. They recognise the possible signs that may indicate a child is at risk of harm or neglect. Staff know that they must act promptly to report any concerns they may have. They understand their duty to report safeguarding concerns beyond the manager if they are unhappy with the initial response to concerns raised. Most staff hold a valid first-aid certificate. They complete written records in the event of an accidental injury to a child. Safeguarding procedures are regularly discussed at supervision meetings.

What does the setting need to do to improve?

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

- support staff to ensure that their interactions consistently promote the highest levels of participation for those children who are less confident or communicative
- ensure that information is shared with all parents about their child's individual learning and development and how this can be supported further at home.

Setting details

Unique reference number	EY556151
Local authority	Bradford
Inspection number	10174756
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	32
Name of registered person	Clements, Martin
Registered person unique reference number	RP556150
Telephone number	015356465216
Date of previous inspection	Not applicable

Information about this early years setting

The Rocking Horse Nursery Oxenhope registered in 2018. It is situated in the Oxenhope area of Keighley. The nursery employs 16 members of childcare staff, most of whom hold appropriate early years qualifications. The nursery opens from Monday to Friday for 51 weeks of the year, except for public holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Robins

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The managers and the inspector had a learning walk together.
- The inspector carried out a joint observation with the managers, spoke with staff and interacted with children.
- The inspector spoke to parents and took account of their views.
- The inspector looked at relevant documentation, including training certificates.

We carried out this inspection 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.

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