

Inspection of Stripy Horse Day Nursery

Long Croft, Preston Patrick, Milnthorpe LA7 7PF

Inspection date: 7 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are gleeful as they play with their friends in the spacious nursery. They show that they feel safe as they romp and roam around the large outside space. Older children use their imaginations as they hide under the 'Gruffalo tree'. Younger children learn to manage risk as they skilfully negotiate slopes and hills. All children benefit immensely from the daily fresh air and opportunities to build their muscles and develop their coordination skills. Children's physical development and overall well-being are very well supported.

Children behave well and are keen to live up to the high expectations that leaders and staff have of them. Staff are excellent role models and children copy their respectful behaviour. Children are very thoughtful and are aware of their friends' feelings. For example, children notice when their friend is finding an activity difficult and offer to help them.

Children are learning to manage their emotions, with support from the sensitive staff. Leaders understand that some children are finding socialising difficult following the COVID-19 pandemic. They employ a range of strategies to help children to overcome this. Children are developing the skills which they will need as they continue through their education.

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

- Leaders show a passion for their role. The nursery ethos of using 'head, heart and hands' shows in the holistic way that children develop. Leaders have clear intentions for what they want children to learn. They understand how to sequence learning effectively to ensure that the aims are achieved. Leaders are ambitious for all children and are dedicated to ensuring that all children reach their full potential.
- Staff access training to support their teaching practice. For example, staff are currently learning Makaton signing to support children's language development. Staff supervisions are regular and offer targets for professional development. Support for staff's well-being is strong. Leaders manage staff's workload well.
- Children's emerging language skills are well supported. Staff use a wide range of vocabulary and make good use of stories and songs. Staff use 'core stories' which are familiar to children and link into the values that staff want children to learn. Children laugh as they sing Christmas songs with their friends. Staff offer praise for children's recall of the words so long after they learned them. Children are becoming confident communicators.
- Staff know children well and make accurate assessments of their development. They work consistently well with other settings that the children attend. This enables staff to pinpoint emerging gaps in children's learning and to ensure that

support is put in place to narrow the gaps. Staff use their knowledge of children's interests to plan engaging activities. All children are making good progress from their different starting points.

- Children have positive attitudes towards their learning. They follow instructions carefully and listen attentively to staff. However, staff do not always ensure that all children are fully engaged in group activities. Occasionally, younger or quieter children are left on the periphery of mixed-age group activities. This diminishes the quality of their learning.
- Additional funding is used to benefit specific children. For example, funding is spent on additional resources to teach children about different types of families. Children learn about people who help us in the community. They enjoy visits from the emergency services. Children learn about caring for animals as they help to look after the nursery chickens. They begin to understand about their world.
- Children understand routines and know what to expect from their day. For example, they know to queue up to wash their hands before lunchtime. Children learn to manage their own self-care needs. They sit together to eat healthy snacks and meals. Children learn the independence skills they will need as they move on to school.
- Relationships with parents and guardians are strong. Leaders make extra efforts to involve them in nursery life. For example, the nursery held a 'jubilee party' in the garden for families to attend. Staff share information about children's learning with parents and guardians via an online app as well as verbally each day. Staff give parents and guardians ideas to help them to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders foster a culture of safeguarding throughout the setting. Leaders and staff understand how to identify children who may be at risk of harm and how to keep all children safe. Leaders and staff understand the policies and procedures which they must follow if they have a concern about a child or the behaviour of a colleague. Staff attend regular safeguarding training to keep their knowledge fresh and current. For example, staff have recently completed online training on witchcraft.

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 make sure that all children are engaged effectively in group activities, particularly where there are mixed-age groups of children.

Setting details

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| Unique reference number | EY489963 |
| Local authority | Cumbria |
| Inspection number | 10236670 |
| 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 at time of inspection | 1 to 4 |
| Total number of places | 30 |
| Number of children on roll | 30 |
| Name of registered person | Robinson, Claire Elizabeth Catherine |
| Registered person unique reference number | RP909509 |
| Telephone number | 015395 66039 |
| Date of previous inspection | 18 August 2016 |

Information about this early years setting

Stripy Horse Day Nursery registered in 2015. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including the manager who holds a qualification at level 6. In addition, the owner holds both early years professional status and qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a tour of the nursery and discussed the curriculum and the organisation of the environment.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- A joint observation of teaching practice was completed together by the manager and the inspector.
- Children spoke to the inspector throughout the day about what they enjoy doing at nursery.
- The inspector observed care and teaching practices, routines of the day and children at play.
- Parents and guardians spoke to and shared their views with the inspector.
- A selection of documents were viewed and taken into account, including paediatric first-aid 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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