

Inspection of The Rocking Horse Nursery

229 Cinderhill Road, Nottingham, Nottinghamshire NG6 8SE

Inspection date: 4 October 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider does not ensure all staff have a secure knowledge of all aspects of safeguarding. Some staff do not understand how to recognise indicators of potential abuse. Therefore, they are unable to follow the correct referral procedures to gain the support children may require to keep them safe.

Children who require additional support and children with special educational needs and/or disabilities are not supported well enough to narrow any gaps in their learning. Children do not receive the additional support they need because staff do not work well enough in partnership with other professionals.

Staff do not plan or deliver an effective curriculum. They do not assess children's development carefully enough or support them to make the progress they are capable of. Planned activities are not tailored to individual children's interests and capabilities. Younger children become bored, as staff read stories that are too complex for them to understand. Staff working with older children focus their attention on confident and articulate children. Consequently, children who are quieter or struggle to communicate go unnoticed.

Overall, children are familiar with behavioural expectations and develop secure attachments with staff. Children do enjoy their time at the nursery. Babies settle quickly into the nursery routines.

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

- Some staff have a weak knowledge of the procedures they must follow to protect children from harm. They are not able to recognise signs that a child may be at risk from extreme views and exploitation. This potentially compromises children's safety.
- The manager, who is also the special educational needs coordinator, does not seek the necessary support from outside agencies to gain additional help for those children who need it. Consequently, children who require additional help do not make good enough progress.
- The manager does not understand or recognise weaknesses in staff practice. Therefore, staff are not provided with the ongoing coaching and support they need to develop their skills and knowledge further.
- Children's communication and language development is not supported consistently. Not all children are provided with the same level of engagement and interaction. For example, during a circle-time activity in the pre-school room, staff focus on the older children whose language skills are more developed. Children who are less confident or who require extra help with speaking are not given the same support to engage in conversations. As a

result, some children miss out on crucial support to help them develop their speech and language.

- The manager knows what she wants children to learn and how she expects staff to support children's development. However, she does not ensure staff understand what these expectations are. Staff do not accurately assess children's learning needs and, because of this, they do not plan and provide activities that meet children's development needs. Staff do not understand how to support children's next steps in learning. For example, when children show an interest in dinosaurs or dolls, staff do not use these interests to support their learning.
- Children have access to different resources to help to promote their small-muscle development. Babies hold rattles and shake them to make sounds. Toddlers use magnifying glasses and binoculars as they look for worms and minibests in the nursery garden. However, poorly planned and delivered activities fail to ignite children's curiosity, resulting in them moving away to seek their own play.
- Overall, mealtimes are a social occasion as children sit together with staff. Some children learn to serve themselves food as they demonstrate independence skills. Children's dietary requirements and allergies are considered and catered for at all mealtimes.
- On the whole, parents state that they are happy with the service the nursery staff provide. They comment how their children's confidence has developed since starting at the nursery.
- Children play happily alongside their friends and generally share toys and resources appropriately. They follow daily routines as they wash their hands before mealtimes and after they have used the toilet or had their nappy changed.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff are secure in their roles and responsibilities to keep children safe from harm. Some staff, despite recent training, have weak knowledge regarding the 'Prevent' duty guidance and female genital mutilation. Nevertheless, all staff know the indicators that children may be at risk from the main types of abuse and the procedures they must follow regarding such concerns. The manager, who is also the designated safeguarding lead, is secure in her knowledge of safeguarding procedures and practice. Staff complete daily checks of the nursery premises to identify and minimise any hazards in the environment. They supervise children closely, such as when young children are sleeping.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have an up-to-date knowledge of safeguarding practice and procedures, including the 'Prevent' duty guidance and female genital mutilation	21/10/2022
take swift action to access support from outside agencies so that children receive well-targeted support for their learning and development	21/10/2022
provide staff with ongoing coaching and support to further develop their skills and knowledge	21/10/2022
implement training to help staff understand how to support all children's communication and language development	21/10/2022
support staff to understand how to deliver an ambitious curriculum and consistently offer good-quality teaching to all children	21/10/2022
ensure staff assess children's development more accurately and use this information to plan and provide activities that meet children's development needs and build on their interests to support their learning.	21/10/2022

Setting details

Unique reference number	254636
Local authority	Nottingham
Inspection number	10234447
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	0 to 4
Total number of places	29
Number of children on roll	34
Name of registered person	The Rocking Horse Nurseries Ltd
Registered person unique reference number	RP910236
Telephone number	0115 9763322
Date of previous inspection	26 October 2016

Information about this early years setting

The Rocking Horse Nursery registered in 1988 and is situated in Bulwell, Nottingham. The nursery opens Monday to Friday, all year around. Sessions are from 8am to 6pm. There are seven members of childcare staff who work directly with the children. All staff have relevant early years qualifications, including one at level 6, one at level 5, three at level 3 and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector took account of the written views from parents and those spoken to on the day of the inspection.
- The inspector spoke with the manager, the management team, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability when working with the children.

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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