

Inspection of Rocking Horse Kindergarten

Rocking Horse, Day Nursery, Giles Close, COVENTRY CV6 4DZ

Inspection date: 17 November 2022

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at nursery. They feel safe and secure and form strong bonds with staff, seeking them out for cuddles and reassurance when needed. Children enjoy engaging in a range of activities that are well matched to their needs and interests. Staff have high expectations for behaviour, and behaviour is consistently good. Children always use good manners, share toys and take turns. There is a wealth of opportunities for children to develop their independence. For example, children tidy up after themselves, clean up after snack and choose their own resources in play. Older children pour their own drinks and cut up their own snacks.

Children develop their communication skills well. They enjoy joining in with a range of popular nursery rhymes and listening to stories throughout the day. Staff support children to develop their personal and emotional skills. Children read stories about feelings and use their 'feeling's duck' to talk about their own emotions. Opportunities for children to develop their physical skills are excellent. Children benefit from a range of climbing equipment on offer. For example, babies enjoy climbing up steps and ramps as they practise their crawling. Older children develop their smaller hand muscles by using scissors, glue and pens to create pictures.

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

- The manager and staff work closely with parents to find out what children know and can do when they start attending the nursery. Once children are settled, staff use a rigorous assessment process to ensure any gaps in learning are swiftly identified and addressed. This means that children make consistently good progress from their starting points.
- The manager has a clear intent for the ambitious curriculum and plans it in a sequential way. Staff are flexible and reflective. They adapt activities to meet children's needs and interests and use additional funding effectively. This means that children are engaged in activities that are well planned to their age and stage of development.
- The manager places a high priority on fundamental British values. Staff teach children about respect and celebrate similarities and differences. Staff support children to learn about a range of cultural beliefs, festivals and family backgrounds through discussion and stories. Staff invite relatives to celebrate special events with children, such as Mother's Day and Father's Day.
- Children benefit from a range of opportunities to practise their communication skills with adults. For example, staff ask children a range of open-ended and engaging questions and talk to children about what they are doing in their play. They also use visual aids and signs to support communication. However, staff's

teaching does not fully support children to engage with other children in their play as well as they do with adults. Children often choose to play on their own and do not talk to their peers in play. This means that pre-school children do not always have the opportunity to form strong friendships with their peers.

- The key-person system is extremely effective. Key persons know their children well and are attuned to their individual needs and interests. They plan activities to bridge any gaps in learning and support children's next steps. Key persons build strong relationships with parents, which helps parents to support their child's learning at home.
- Parents speak extremely highly of the nursery and say children are happy to attend. They praise the staff for the support they provide and say their children make good progress. Parents say that any suggestions they put forward to the manager are quickly put into place. Parents praise the regular communication staff offer that keeps them informed of their child's learning and progress.
- The manager is highly reflective and has already made a range of positive changes to the nursery since she started. She understands the importance of professional development. However, not all staff have yet had the opportunity to upskill their knowledge and enhance their professional development. This means that teaching is not always of a consistently high standard.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm. They know signs and symptoms that are potential indicators of abuse. Staff know the procedures they must follow should they have concerns about a child's welfare. They know the procedures to follow should a concern arise about the conduct of a colleague. The manager follows robust recruitment and induction procedures to help to ensure the suitability of staff who work with children. Staff meticulously check all areas of the nursery to ensure they are safe and suitable for children.

What does the setting need to do to improve?

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

- enhance teaching to provide further support to pre-school age children so that they learn to play collaboratively and form friendships with one another
- provide staff with professional development opportunities to raise the quality of teaching to an even higher level.

Setting details

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| Unique reference number | EY459971 |
| Local authority | Coventry |
| Inspection number | 10236111 |
| 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 | 65 |
| Number of children on roll | 65 |
| Name of registered person | Simnir Ltd |
| Registered person unique reference number | RP902337 |
| Telephone number | 02476 667855 |
| Date of previous inspection | 5 January 2017 |

Information about this early years setting

Rocking Horse Kindergarten registered in 2013. The provider employs 17 members of childcare staff. Of these, 10 staff hold early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

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 conducted a learning walk and discussed the curriculum and what they want their children to learn.
- The inspector held discussions with the manager of the nursery to discuss how the setting is organised. The inspector looked at relevant documentation, including the suitability of staff working in the nursery.
- The manager and inspector carried out a joint evaluation of an activity. The inspector observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views of the setting.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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