

The Rocking Horse Nursery

81 Heanor Road, Ilkeston, Derbyshire DE7 8DY



Inspection date	16 August 2018
Previous inspection date	24 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

The provision is good

- Leadership is strong. Management is well qualified and effective in leading a dedicated staff team. It works closely with the local authority to access training and implement effective action plans. It uses these effectively to help identify ways to continue to improve outcomes for children. Management has worked hard to address all actions set at the previous inspection.
- Staff are well qualified and experienced. Regular supervisions with staff enable the manager to target staff support and raise the quality of teaching. The manager identifies staff strengths and utilises these well. For example, she has introduced a 'buddy approach' where staff use their expertise to help their peers develop their practice further.
- Partnerships with parents are strong and have a positive impact on children's learning and development. Staff keep parents well informed about how children are progressing and provide ideas about how to support further their child's learning at home.
- Children enjoy regular outings, such as visits to the shops, library and their weekly trip to the local allotment. Staff use these outings to help children learn about the community in which they live.
- Children are happy and settled in the nursery. They form trusting relationships with caring and attentive staff.

It is not yet outstanding because:

- Management does not evaluate staff training to identify the impact, if any, this has on children's outcomes.
- Staff do not provide opportunities for children learning English as an additional language to use their home language in play and learning, to support their language development at home.

What the setting needs to do to improve further

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

- evaluate staff training and identify the impact this has on children's learning and development
- provide opportunities for children to use and hear their home language during play and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed staff teaching practice and evaluated this with the nursery manager.
- The inspector sampled a range of documentation, including records to show the progress children are making, staff files, safeguarding reports, and evidence of the suitability of staff.
- The inspector spoke with staff and children during the inspection at appropriate times. She sampled the planning of activities and discussed this with staff.
- The inspector spoke with a number of parents and took account of their views.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The whole team prioritises training and discussion about safeguarding issues. This helps to ensure staff remain alert to the different indicators that suggest a child may be suffering from harm. Management follows effective recruitment and induction systems to ensure that staff are suitable to work with children. Overall, management evaluates its provision and is aware of the nursery's strengths and weaknesses. It gains the views of parents and staff to help raise the quality of provision. The manager monitors closely how well both individual and different groups of children achieve in their learning. She quickly identifies any gaps in learning and plans specific targets to help close these. Children who have special educational needs and/or disabilities receive the support they need to make good progress in their learning. This is because staff confidently work alongside parents and other professionals, such as physiotherapists, to promote continuity in children's care, learning and development.

Quality of teaching, learning and assessment is good

Staff engage well with children and respond effectively to their interests. For example, staff ask children questions about their paintings, encouraging them to describe the different shapes, lines and marks they have made. This helps extend children's communication and language skills. There are particularly good opportunities for children to develop physically and play cooperatively together. For example, staff provide boys who enjoy learning outdoors with empty containers in various shapes and sizes. They independently use the outside tap to fill these up to make their 'lotions and potions'. Together they problem solve, share and take turns. They are developing important social skills that will help prepare them for their move on to school.

Personal development, behaviour and welfare are good

The key-person system is effective in supporting children's emotional well-being. Staff use settling-in sessions to gain in-depth information about the child and their family. This helps children to settle with ease. Children have a good sense of belonging and staff value their ideas. For example, staff use a 'you said and we did' folder to capture the child's voice. This helps children to feel valued and listened to. Children develop a good understanding of healthy foods as they discuss this with staff at mealtimes. Older children learn to manage their personal hygiene well. Staff encourage children to sing a handwashing song to remind them about germs. Behaviour is good. Staff set clear boundaries and are consistent with their expectations that children treat each other with respect and kindness.

Outcomes for children are good

All children make good progress in their learning and development. Staff use additional funding well to support individual children. They provide extra support and resources to help close any gaps in learning. Children are active and confident learners, who independently initiate their own play. Babies have space to practise and refine their physical skills as they learn to sit unaided, crawl and explore their environment. All children are prepared with the key skills they need for the next stage in their learning, including starting school.

Setting details

Unique reference number	206286
Local authority	Derbyshire
Inspection number	10067173
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	36
Number of children on roll	72
Name of registered person	The Rocking Horse Nurseries Ltd
Registered person unique reference number	RP910236
Date of previous inspection	24 April 2018
Telephone number	0115 930 5240

The Rocking Horse Nursery registered in 1990. The nursery employs 11 members of childcare staff. Of these, nine hold an appropriate early years qualification at level 3, and two at level 5. The nursery opens from Monday to Friday, all year, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for children aged two, three and four years.

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