

# Rocking Horse Nursery

Rocking Horse Nursery, Woodside Park, Catteshall Lane, GODALMING, Surrey, GU7 1LG

## Inspection date

Previous inspection date

28/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident owing to good relationships with staff and the challenging learning environment.
- The children are welcomed into a warm, friendly nursery, where they are valued and included, so are ready to learn.
- A very good partnership between the staff and the parents ensures key information is shared between them, which helps the staff meet children's individual needs.
- Children feel safe and secure in the nursery and management's arrangements for safeguarding the children are robust.

### It is not yet outstanding because

- Some staff do not always use skilful questioning to extend children's learning and occasionally there are insufficient resources to enable all children to take part in group activities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Alison Large

## Full report

### Information about the setting

Rocking Horse Nursery originally registered in 1991. It re-registered in 2013 under new ownership. It operates from four rooms in a single storey building in Woodside Park, in the Godalming area of Surrey. The nursery has a fully enclosed outdoor play area with a soft surface. The nursery serves families from the local and surrounding areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are currently 62 children in the early years age group on roll. The nursery receives funding to provide early education for two- three- and four-year-olds. The nursery employs 10 members of staff to work with the children. All staff hold appropriate early years qualifications. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- support all staff to develop and extend children's learning through discussion, open questions and providing sufficient resources so that all children can take part.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are secure, happy and settled in a welcoming environment that offers a wide variety of resources and play opportunities. All staff have an understanding of how children learn and develop and children are consistently provided with good learning opportunities. Adults are good at encouraging children to listen to what is being said. This contributes to the building of good relationships and listening skills. Observations and photographic evidence are collected by all staff and included in each child's progress record. These help staff track children's progress in the different areas of learning to identify any gaps in children's development, so all progress well. Staff have a good understanding of the seven areas of learning and how children learn. They ensure that the range of resources available to the children help them make good progress in their learning. However, not all staff are confident to question and extend children's learning during planned and everyday activities and, on occasions, there are insufficient resources to enable all children to take part simultaneously. For example, there were only two spoons available when four children were making play dough. This means that only two children could participate actively.

Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. Staff sit with children and engage in conversations with them. For example, there are discussions about Chinese New Year,

things they have been doing at home and the weather. Consequently, children's language skills are well supported and their thinking and creativity extended. Children become aware that written words have meaning as adults sit and read books with them. Children are encouraged to access resources and self-select toys and equipment to support their play. Children develop good communication skills and chat happily to one another and to adults. Staff support children well by offering praise and encouragement. Babies are actively involved in their play, confidently selecting and exploring resources. They touch, cuddle, shake and bang objects as they investigate and are able to climb and practise a range of movements in safety. They are supported well by staff and become confident in their daily routines. Overall, staff use good quality teaching methods as they interact and sit at the children's level maintaining eye contact. All children enjoy their time at nursery and are happy and relaxed. They are able to enjoy a wide range of activities that stimulate and motivate them.

The staff have implemented the progress check for children aged between two and three years. All documentation is in place and shared with parents. Parents are kept well informed about the life of the nursery through the notice boards and daily chats with staff. Parents state they have seen their children make very good progress since starting. Children develop the skills they will need to move on successfully in their learning and to school.

### **The contribution of the early years provision to the well-being of children**

The nursery has an effective key person system in place to help children settle. Staff support children well as they become confident in their daily routines. Children develop emotional bonds and trusting relationships with their key person and this relationship helps them develop confidence. The nursery is organised to provide a stimulating learning environment, with colourful resources and access to areas where children can explore freely. Children's independence is promoted well in preparation for school. Children develop skills such as putting on their own coats and shoes, pouring their own drinks and helping to tidy up. Staff make very good use of resources and the indoor and outdoor play areas are well organised to ensure children can take part in a wide variety of activities.

Children enjoy fresh air and exercise as they are able to use the outdoor environment daily, all year round. Opportunities to develop children's physical skills are fostered well. The outside play area has a good range of resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. Children benefit from healthy and nutritious snacks and meals. The nursery provides a variety of carefully balanced menus, which are displayed throughout the nursery. Children are taught about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Good systems are in place to inform staff of any health or dietary issues the children may have. Children show increasing confidence and trust in the staff and this enhances their feelings of safety. They learn the nursery rules and respond to staff when, for example, they explain that running indoors is not safe. Staff are good role models and effective behaviour management systems ensure children know right

from wrong. Staff are sensitive in their management of children and their behaviour and as a result children's behaviour is very good.

Staff support the children to help them move comfortably into the older age groups. Children with special educational needs and English as an additional language are also well supported. The nursery has developed good relationships with the local primary schools to help the children have a successful move into school.

### **The effectiveness of the leadership and management of the early years provision**

Children benefit from a staff team that works very well together and shares a commitment to improvement. Safeguarding children is prioritised. Staff undertake training in safeguarding and have a very good understanding of safeguarding procedures to follow if they have concerns about a child. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. Management and staff use effective systems for self-evaluation to reflect on their practice and prioritise any areas for improvement. The management team closely monitors staff performance and works with the staff to keep their skills and knowledge up to date. Overall, this results in a confident staff team who demonstrate a good understanding of how to help all children develop and progress. All children are included and supported and the nursery promotes equality and diversity well, including learning about different cultures and their festivals and sharing words in a child's home language for those children who are learning English as an additional language. Staff make daily safety checks and complete thorough risk assessments regularly to ensure that children can play safely. A comprehensive range of policies and procedures helps staff to ensure that children's welfare needs are met.

Staff and parents develop excellent partnerships and key information is shared between them. Parents are kept informed about daily routines and the activities their children have taken part in. Parents express confidence in the nursery's standard of care and communication and their children's preparation for the future. Parents spoken to during the inspection explained that the caring and friendly staff clearly influenced their choice in selecting the nursery. Staff display information in the entrance area, and in each room, to keep parents fully informed about the life of the nursery. Parents are encouraged to contribute to their children's progress records and become involved in the children's learning and development. The nursery management has systems in place to link with other providers, where children attend more than one setting, to aid the continuity of children's care between provisions.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY462787
<b>Local authority</b>	Surrey
<b>Inspection number</b>	926763
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Rocking Horse Nursery (Godalming) LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01483 860273

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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