

Rocking Horse Nursery

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



Inspection date	21 November 2017
Previous inspection date	28 January 2014

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

This provision is good

- The manager and her team work well together. The self-evaluation process includes the views of all staff, children and parents; effectively identifying areas to prioritise for continuous improvement.
- Children make good progress in their learning and development. Staff help them to be well behaved and to be considerate of the feelings of their friends.
- The manager has established strong links within the community to help provide older children with further learning opportunities. For example, children accompany staff to visit older members of the community. Children take part in purposeful activities, such as craft making and singing songs to the elderly, and these help build their confidence.
- The manager and staff effectively use additional funding to target the needs of children who receive it. For example, specific resources based on children's interests have been bought to help their ongoing learning, such as language development.
- Children who have special educational needs (SEN) and/or disabilities are well supported. The manager and her team work closely with parents and other professionals, gaining a wealth of information to help provide continuity of care and learning for them.

It is not yet outstanding because:

- Staff do not make the most of all opportunities to extend older children's mathematical skills during their play, to support their learning further.
- At times, planned whole-group activities are too adult-led, which occasionally leads to younger children becoming distracted.

What the setting needs to do to improve further

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

- take all opportunities during the session to broaden older children's understanding of mathematical concepts to support their learning experiences further
- consider ways to extend younger children's own thoughts and ideas, particularly in the large-group activities led by adults.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact of these activities on children's learning.
- The inspector looked at children's records and planning documentation. She also looked at evidence of the suitability of staff and a range of the policies and procedures.
- The inspector spoke with the staff team and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the impact of the teaching on children's learning.
- The inspector spoke to several parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of child protection. They attend regular training to ensure that this is up to date. They know what to be aware of and the procedures to follow if they are concerned about a child's welfare. Staff complete thorough risk assessments and recruitment procedures are thorough. Inductions and ongoing discussions help to ensure that staff continue to be suitable for their roles, and continuous professional development is encouraged. For example, staff have implemented new ideas related to sounds of letters to support children's ongoing communication skills. The management team and staff regularly check the progress of children. They identify and quickly address any gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff work together well to provide children with a wide variety of activities. For example, they help older children to discover how to successfully operate technology equipment, such as walkie-talkies. Staff support children's communication and language skills through singing, reading stories and discussions. For example, those staff caring for babies use lots of eye contact and sing nursery rhymes to them, and they giggle and gurgle in delight. Staff help younger children and those who speak English as an additional language to make connections in their learning. For instance, they use gestures, body language and signs to explain what needs to be done. Children show their curiosity as they play with water wheels and work together to discover how to make them operate.

Personal development, behaviour and welfare are good

Children form close relationships with the attentive and friendly staff. Staff help new children settle quickly so that they are happy to explore. The key-person system is effective and children's ongoing, changing needs are discussed with parents. Children's dietary needs are well known and children are encouraged to follow good hygiene routines. Staff help children to develop a healthy lifestyle. For example, staff encourage children to try different foods and discuss the benefits of these. Children's physical skills are well supported. For instance, they enjoy the music and dance sessions and have fun exploring in the outdoor play area. Staff promote children's safety at all times, such as when they go on local walks when they learn about wildlife and the world around them.

Outcomes for children are good

Children are successfully gaining skills they need to move on to the next stage of their learning or school. This includes children who receive funded education and children who speak English as an additional language. Very young children attempt to put on their own coats in preparation for playing outdoors. Older children share books together and they are confidently developing their literacy skills. For example, they attempt to form letters on postcards which they post to their families.

Setting details

Unique reference number	EY462787
Local authority	Surrey
Inspection number	1069310
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	60
Number of children on roll	70
Name of registered person	Rocking Horse Nursery (Godalming) LLP
Registered person unique reference number	RP908056
Date of previous inspection	28 January 2014
Telephone number	01483 860273

Rocking Horse Nursery registered in 2013. The nursery is open from 8am to 6pm each weekday for 51 weeks of the year. It provides before- and after-school care for older siblings of children who attend the nursery. The nursery supports children who speak English as an additional language and children who have SEN and/or disabilities. The nursery employs 17 members of staff. Of these, three staff hold early years qualifications at level 6 and 11 staff hold early years qualifications at level 3.

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