

Inspection of Rocking Horse Kindergarten

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

Inspection date: 18 August 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Staff make good use of songs and rhymes to promote children's language in this nursery. For example, babies copy actions and repeat words such as 'pop' as they sing songs about turtles. Young children happily join in singing familiar nursery rhymes and excitedly make requests to sing their favourite songs. Children smile proudly as staff praise their lovely singing. Staff are caring and attentive to the needs of children. For example, they give reassuring hugs and cuddles to children when needed. This builds secure attachments with staff and helps children to feel safe and happy.

Children have plenty of opportunities to play outside where they develop physical skills. For example, children excitedly steer and manoeuvre bikes around tracks and enjoy chasing after hoops they roll down hills. Young children benefit from planned tabletop activities that strengthen their standing skills. Babies learn to climb steps and balance as they are encouraged by staff to cross small bridges. This promotes children's physical development. Children behave well and demonstrate positive attitudes to learning. For example, they follow the nursery rules when playing alongside their friends, using 'kind hands' and sharing their toys. They respectfully follow the instructions given to them by staff. For example, children line up sensibly before going out to play and help their friends to tidy away toys. This prepares children well for the next stage of their education.

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

- Since the last inspection, leaders have worked hard to develop and implement a curriculum that is progressive and tailored to what children need to learn at different stages of their development. Leaders have facilitated training for staff to develop their curriculum knowledge and understanding of how to plan activities and learning opportunities that promote children's curiosity and engagement in learning. This promotes children's learning well.
- Staff plan a range of fun and exciting activities for children to access. For example, older children excitedly learn to balance and walk on stilts. Young children develop fine motor skills as they use pincers to move and sort coloured teddies into corresponding bowls. However, staff do not always interact with children effectively enough to extend or develop their understanding to help them make the best possible progress.
- Leaders are swift to put in place support for children with special educational needs and/or disabilities (SEND). They seek the advice and assistance of additional professionals to ensure that children receive the specialist support they need to help them make the best possible progress. Leaders and staff work closely in partnership with parents to support children with SEND.
- Leaders and staff have developed a learning environment that positively

promotes the development of all children. For example, staff provide toys and resources designed to encourage children's engagement and motivation to learn. Activities are thoughtfully planned around children's interests, such as introducing animal-themed activities following visits made by children to a zoo. However, staff sometimes lack clarity around what children need to learn next and how planned activities will help them to achieve their targets. This sometimes limits the progress children make.

- Children's independence is promoted well. For example, babies feed themselves at mealtimes with spoons. Young children use tongs to serve food at mealtimes and independently wash their hands before eating. Older children learn to self-register their attendance and take responsibility for their belongings. For instance, they place finished pictures and work in their own personal trays, ready to take home at the end of the day. This prepares children well for the next stage of their education.
- Parents report that their children make good progress during their time at the nursery. They appreciate the care and time given by staff to support children with SEND. Parents welcome the daily feedback they receive about their children's time at the nursery. They comment that children are well prepared for the next stage of their education at school.
- Staff report high levels of well-being. They receive regular supervisions and have access to routine training to support them in their roles. For example, they receive training on how to develop and adapt outdoor play opportunities for children. For instance, children learn how to plant and care for growing sunflowers. This promotes children's curiosity and develops their understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the quality of staff's interactions with children to extend and challenge their learning, maximising the progress they make
- support staff to identify and plan for children's next steps in learning, helping them to make the best possible progress.

Setting details

Unique reference number	EY459971
Local authority	Coventry
Inspection number	10405579
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	79
Name of registered person	Simnir Ltd
Registered person unique reference number	RP902337
Telephone number	02476 667855
Date of previous inspection	16 April 2025

Information about this early years setting

Rocking Horse Kindergarten registered in 2013 and is located in Coventry. The provider employs 24 members of childcare staff. Of these, one holds an early years qualification at level 6, one at level 5, 12 at level 3 and seven at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for children aged from nine months to school age.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector chatted to the manager and the nominated individual about the leadership and management of the nursery.
- The inspector spoke to children at appropriate times during the inspection.
- Parents shared their views of the nursery with the inspector.
- The inspector reviewed relevant documentation.

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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