

Rock a Tots Day Nursery Ltd



Brake Farm Resource Centre, 1A, Plymouth, Devon, PL5 3DE

Inspection date	18 April 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers routinely evaluate the practice and provision, to build on their strengths and identify areas for development. For example, they are currently planning to develop the garden area by providing a greater range of resources and learning experiences.
- Managers provide effective support and coaching to staff and provide opportunities for further training, to build on staff's knowledge. This helps to make a significant contribution towards good outcomes for children.
- Staff work in close partnerships with parents, external agencies and other settings that children attend. All children, including children with disabilities and those with special educational needs, receive individual support and make good progress in their learning.
- The key-person system effectively promotes children's well-being. Effective care practices help children to form secure attachments with staff and to feel safe.

It is not yet outstanding because:

- At times, especially during daily routines, staff use too many questions that require only one-word answers, which means that they miss some valuable opportunities to initiate or extend discussions with children.
- Staff do not always provide a broad range of stimulating opportunities that engage and motivate children to practise their early writing skills in their play.

What the setting needs to do to improve further

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

- take more opportunities to ask children questions that invite more than a 'yes' or 'no' answer, to challenge and extend children's learning and conversation, especially during daily routines
- provide more varied and stimulating resources and activities to capture children's interest and motivate them to practise their early writing skills.

Inspection activities

- The inspector observed children during adult-led activities and during their self-chosen play, both indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of staff, children and their parents.
- The inspector held a meeting with the managers at an appropriate time during the inspection.
- The inspector sampled documentation, including children's learning records, staff suitability checks and training records, and self-evaluation.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a clear understanding of their responsibilities and are knowledgeable about safeguarding issues. They know the procedures to follow should they have a concern about a child's welfare. Managers routinely review risk assessments, to provide a safe learning environment. For example, they now use audio monitors, in addition to video monitors, to enable even better supervision of children in the sleep room. Tight recruitment and vetting procedures help to ensure the suitability of new staff. Staff develop their knowledge and skills continuously, including through further training. This has improved, for example, the way that staff assess children and plan for their learning. Managers monitor children's progress closely, to put in any extra support that is needed as quickly as possible.

Quality of teaching, learning and assessment is good

Staff work closely with parents to identify children's starting points, so they can get to know children quickly and plan appropriately challenging activities from the start. They accurately assess children's achievements, and understand how to build on their current stage of learning and interests. Staff support children well to explore the available resources and to join in enjoyable group activities, with confidence. For example, young children excitedly chase bubbles across the room as they try to catch and pop them, and older children enthusiastically make 'stained glass windows' at the craft table. Overall, staff help children to develop their communication and language skills well. For instance, they model the correct pronunciation of sounds, get down to children's level when talking to them, and use simple signs and gestures, to support children's understanding.

Personal development, behaviour and welfare are good

Children develop a strong sense of belonging because staff plan well to meet their needs. For example, babies look at the family photo board with staff and show excitement when they recognise their special people. They are independent in routines, such as hand washing, and many competently dress themselves. Children learn to share and take turns, and form friendships with others. For instance, toddlers copy each other's sounds and actions as they sit opposite each other during snack time, and older children spontaneously kiss and cuddle their friends. Children show immense pride in their achievements, such as when responding to staff's 'high fives'. Staff promote children's health well. For example, they provide daily opportunities for children to be outdoors and exercise, and teach them about oral hygiene when they brush their teeth after meals.

Outcomes for children are good

All children make good progress in their learning. Children feel safe and secure in the setting, and this helps them to be happy and feel very confident about meeting new people. They develop an interest in books from a young age, and staff teach older children to recognise letters and to match them with the corresponding sound. This supports their early reading skills in preparation for school.

Setting details

Unique reference number	EY476641
Local authority	Plymouth
Inspection number	975520
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	115
Name of provider	Rock a Tots Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	07557 397606

Rock a Tots Day Nursery Ltd registered in 2014. It is situated in the Crownhill area of Plymouth. The nursery operates from a converted community building and is open each weekday from 8am to 6pm, all year round. There are 16 members of staff, including a cook and mealtime assistant. The two managers have relevant degree-level qualifications and nine other staff have appropriate qualifications to at least level 2. The nursery receives funding for early education for children aged two, three and four years.

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