

# Tops Prince Rock

Noah's Ark Childcare Centres, 20-24 Lucas Terrace, Plymouth, Devon PL4 9LD



<b>Inspection date</b>	16 January 2019
Previous inspection date	Not applicable

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

### This provision is good

- Partnerships with parents are effective. Parents have praise for how well the manager and staff provide such a warm and welcoming environment for the children.
- Babies have secure attachments with their key person. They are happy and display high levels of emotional well-being.
- Staff support children's independence well. They encourage children to be independent learners, and to make decisions and choices about their play.
- Staff provide children with exciting activities that are enjoyable and interesting. They follow children's interests and motivation to help them learn.
- During some group time activities, staff do not consider ways to strengthen their level of deployment and interaction to help engage children even further in their learning.
- Staff do not consistently plan some adult-led activities so they reflect the developmental age and stage of children to cater fully for their learning needs and interests.
- Transitions for children are not consistently smooth. For example, when children come in from the garden before lunch, staff are not organised in a way to ensure that children know what they need to do next.

## What the setting needs to do to improve further

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

- improve children's group times to ensure that staff are deployed effectively
- review the planning of adult-led activities so they are more developmentally appropriate for the age of children
- improve further transitions for children when they move from one activity to the next.

### Inspection activities

- The inspector observed the quality of teaching and learning, and conducted two joint observations with the manager.
- The inspector gathered the views and feedback from parents.
- The inspector spoke to staff and observed their interactions with children.
- The inspector sampled children's individual learning records and a range of relevant documents.
- The inspector discussed the leadership and management of the nursery with the manager and the area manager.

#### Inspector

Johanna Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know how to identify and report concerns about a child's welfare. All staff have attended wider safeguarding training in relation to the 'Prevent' duty. Parents' feedback is positive. They value the manager's motivation for delivering a high-quality service. Parents are included in decision-making. For example, they are asked if they would like to receive home-learning packs to use at home with their children. Parents can vote, and the manager implements the idea if parents are in agreement. The manager provides effective staff supervision and identifies opportunities to develop their professional skills. For example, she identifies further training to enhance staff skills in the promotion of speech and language. As a result, children are progressing well. The manager implements robust recruitment and selection procedures to ensure that staff looking after children are suitable.

### Quality of teaching, learning and assessment is good

Staff know the children well. They use children's interests to plan exciting activities that engage children. Staff use 'in the moment' planning, which means that they adapt activities as and when children's interests change. Staff plan and prepare a broad range of exciting activities that capture children's imagination and interests. For example, when babies show an interest in water and rolling balls, staff skilfully create an activity using water, balls and mirrors to engage babies in their play. Staff support older children to develop their literacy skills. They provide opportunities for children to make marks, and introduce sounds as children play with wooden letters in the play dough. Staff give children plenty of opportunities to recall previous events. Children become excited as they talk to staff and their friends about a previous trip to the local aquarium. Staff use these opportunities well to ask questions and model good language to children. They teach toddlers about colours as they thread beads onto laces.

### Personal development, behaviour and welfare are good

Children have positive attachments with their key person, and staff support their emotional well-being effectively. Children are happy and confident in their environment. They share and they show respect to one another. Children's independence is extremely well supported. For example, toddlers take part in a 'potty training academy' to encourage them to be independent with their toileting. Children learn about adopting healthy lifestyles by having plenty of opportunities to develop their physical skills as they can run, climb and jump. They are provided with home-cooked nutritious meals and snacks. Staff are positive role models to children. They model good table manners at lunchtime and encourage children to say 'please' and 'thank you'. Staff encourage toddlers to take turns when they play alongside each other as they fill glass jars with objects.

### Outcomes for children are good

Children are well prepared for their next stage of their learning and eventual move to school. Babies can follow simple instructions, such as putting books back in the box. Older children learn about mathematical concepts. For example, they place stones in large scales with buckets as they explore 'heavy' and 'light'.

## Setting details

<b>Unique reference number</b>	EY559065
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10078178
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01752 601909

Tops Prince Rock registered in April 2018 and operates in a detached property in the heart of the community in Plymouth. It is open for 52 weeks of the year from 7.30am to 6pm from Monday to Friday. The setting employs 12 staff, of whom 10 work directly with the children. Of these, two members of staff hold a qualification at level 6, one holds a qualification at level 5, four staff are qualified to level 3, and one member of staff holds a qualification at level 2. Two staff are working towards qualifications. The setting receives free early education funding for children aged two, three and four years.

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