

Inspection of Rockers and Rollers Day Nursery

Priory Health Park, Glastonbury Road, Wells, Somerset BA5 1XJ

Inspection date: 4 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

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

Children are happy, confident and feel safe in the warm and nurturing environment. They benefit from regular fresh air and exercise as they take part in a wide variety of activities outside. Children have strong bonds with their key person and staff and build good relationships with their peers.

Babies thrive in the care of staff who are very gentle and kind. They snuggle in close as they drink their milk, developing secure attachments with staff as they confidently explore their surroundings. Staff meet their care needs very well. For example, the key person works very closely with parents to follow individual sleep patterns, dietary needs and feeding routines. Younger children listen well to stories and learn about feelings as staff talk about the characters in a book.

Older children show good concentration as they sit with staff in the 'reading garden', singing songs and playing with puppets. Children behave extremely well. They share resources, take turns and respect the views of others. They develop an excellent understanding of right and wrong and play is extremely harmonious. Children engage well in activities and listen intently at group times. They respond well to instructions from staff and enthusiastically help to tidy away resources.

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

- Staff use highly effective methods to encourage children to manage their behaviour extremely well for themselves. They skilfully use questioning to guide children successfully to making the right decisions. For example, when children begin to run inside, staff encourage children to think about their behaviour. Children quickly decide to put on their outdoor clothing and go outside to play where they can run freely and safely.
- Staff provide a wide range of interesting activities and experiences that motivate children well and engage them for sustained periods. However, occasionally, staff do not offer younger children a wide range of tools and resources to try out their creative ideas and fully develop their imaginations. For example, when children make Christmas angels from craft materials, the staff draw the facial features on pre-cut paper circles rather than encouraging the children to draw the features for themselves.
- The provider and manager have a clear vision for the future of the nursery. They have worked extremely hard to make significant improvements since the last inspection. They use reflection and self-evaluation effectively to identify areas for improvement and strive to provide a consistently high-quality provision. They have reorganised outside to provide a dedicated area for children to use ride-on toys, so that children can master skills such as peddling bicycles and negotiating pathways safely.

- The provider supports staff well to develop their knowledge to improve teaching even further. Staff welcome training opportunities and have developed a deeper understanding about the uniqueness of every child and their preferred learning style. Staff have been using 'learning dinosaurs' to encourage older children to remain effective and motivated learners. As a result, children have a better understanding of how they learn best, and the sharing of resources and ideas has improved partnership working with parents even more.
- Children gain good independence skills. They dress for outside play, serve themselves at lunchtime and make choices about what they want to do. Children benefit from the provision of home-cooked, nutritious meals and engage in lively conversations with staff about the importance of eating healthily.
- Overall, staff plan adult-led activities successfully to keep children interested and engaged. However, at times, staff do not differentiate activities as effectively as they could, to challenge and extend older and most-able children's learning even further.
- Staff work closely with external agencies and other professionals to very successfully support children with special educational needs and/or disabilities. Staff use their observational assessments effectively to identify accurate next steps in learning for every child. Children learn a wide range of skills, which prepare them well for starting school and support them to make good progress in their learning.
- Staff support children's communication and language skills well, including babies and younger children. Staff repeat words and babbles back to babies and use sign language effectively to support their understanding successfully.
- Partnerships with parents are strong. Parents are complimentary about the friendly and supportive staff. Staff keep parents well informed about their children's progress and encourage them to be involved in their child's learning. For example, staff display and celebrate 'wow' moments from home, whether this is helping to feed a baby sister or achieving at swimming.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection and safeguarding, including wider safeguarding issues. Staff keep their knowledge up to date through regular training and know the correct reporting procedure to follow if they have any concerns about the children's welfare. The provider implements thorough recruitment and vetting procedures to ensure staff are suitable to work with children. She ensures ongoing suitability through providing regular coaching and observes staff's teaching. Staff teach the children how to keep themselves safe. For example, they talk to them about using equipment safely.

What does the setting need to do to improve?

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

- provide younger children with a wider range of tools and materials to encourage their imagination and support them to develop and try out their creative ideas more consistently
- differentiate adult-led activities more consistently to extend older and most-able children's learning even further.

Setting details

Unique reference number	EY376406
Local authority	Somerset
Inspection number	10113703
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	0 to 4
Total number of places	60
Number of children on roll	72
Name of registered person	Rockers and Rollers Limited
Registered person unique reference number	RP903258
Telephone number	01749 678995
Date of previous inspection	4 June 2019

Information about this early years setting

Rockers and Rollers Day Nursery registered in 2008. It is located within the grounds of Priory Health Park in the city of Wells, Somerset. The nursery is open Monday to Friday from 7.30am until 6pm, all year round. The nursery employs 16 members of staff. Of these, one holds qualified teacher status, one holds early years professional status and two hold qualifications at level 5. The other members of staff are qualified to level 3, apart from one who is qualified to level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The inspector had a tour of the premises and talked to the manager about how the curriculum is implemented.
- The inspector observed the quality of teaching and the impact this has on children's learning. She carried out a joint observation with the manager.
- Parents were spoken to on the day of the inspection and their views taken into account.
- The inspector held discussions with the provider and the manager and sampled a range of 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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