

Inspection of Rock A Tots (UK) Ltd

Rock A Tots, 1a St. Peters Road, Plymouth PL5 3DE

Inspection date: 4 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are highly confident and are keen to take part in activities. Staff plan a good curriculum to help children build on their current skills. Due to the COVID-19 (coronavirus) restrictions, children have not been able to engage in as many activities in the local community. For instance, before the pandemic, children developed their physical, social and communication skills even further with support from professional football coaches. Children learned how to work well as a team and enjoyed being active with their friends. There are plans to continue these sessions in the future.

Children behave well and take pride in their achievements. They enjoy carrying out small tasks and staff recognise their contribution. For example, staff move children's names up the reward chart until they 'reach the stars'. Children are then rewarded with a small item from the 'goodie' bag, such as a rubber or a musical instrument. Children develop high levels of self-esteem.

Staff are friendly and caring. Children feel safe and secure in their company. They spontaneously approach staff for cuddles or sit in their lap for a story. Staff respond warmly and enthusiastically.

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

- Managers have an effective recruitment and supervision procedure. They ensure all staff attend regular training to keep their knowledge updated to help benefit children. For instance, managers identify mathematics as an area to develop. The enthusiastic staff use their training to make games to help children understand the concept of quantities. They support children in matching numbers to the correct amount to support their mathematical skills.
- Partnerships with parents are effective. Parents speak highly of the setting. They state children are 'happy and safe'. They comment on how staff support different lifestyles and parenting choices. Parents receive regular communication from staff about their children's development. Staff use an online assessment programme to share children's achievements and next steps in their learning.
- Staff know children well and provide activities that support children's individual needs. For babies, staff focus on helping children develop their physical skills. They encourage babies to engage in 'tummy time' and help older ones learn to walk. Younger children develop a love of books and staff encourage them to listen to stories. For older children, staff help prepare them for their move to school. They encourage children to add two numbers together to find out the total.
- Overall, care practices are effective. Staff change babies' nappies frequently. Younger children enjoy choosing from a range of healthy foods at snack time.

Older children wash their hands independently after using the bathroom and before eating. Occasionally, staff do not consistently develop the social interactions with babies and younger children during care routines to help them feel even more secure.

- All children develop good communication skills and make progress from their starting points. Babies enjoy babbling and making sounds. Younger children repeat singular words, such as 'up, down' and 'ta'. Older children use talk to connect their ideas. Children develop the key skills needed to help them move forward in their learning and beyond.
- Staff, generally, help children to build on what they already know and can do. They encourage babies to feed themselves with a spoon. Staff support younger children by helping them make marks using chalk. Older children learn how to look after their teeth and use a timer to help them understand how long to brush for. However, staff do not always help older children to build on their next steps to further support their development.
- The setting has good links with other professionals. The managers and staff liaise well with external agencies to help secure further support for children who may need it.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff all complete regular safeguarding training and understand their responsibility in keeping children safe from harm. Managers test staff knowledge on child protection through frequent quizzes. Staff know how to identify when a child may be at risk and who to contact. The procedures for the recruitment of staff are robust. Managers make sure new staff have relevant references and suitability checks to ensure they are safe to work with children. Staff help children to be aware of others. For instance, during music and movement sessions, staff encourage children to be careful of their peers when they jump.

What does the setting need to do to improve?

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

- encourage staff to develop further social interactions with babies and younger children during routine care practices, to secure children's attachments to staff even more
- ensure staff maximise opportunities to help older children build on their next steps to help them make even more progress in their development.

Setting details

Unique reference number	2606163
Local authority	Plymouth
Inspection number	10202424
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	79
Number of children on roll	126
Name of registered person	Rock A Tots (UK) LTD
Registered person unique reference number	2606161
Telephone number	01752 777444
Date of previous inspection	Not applicable

Information about this early years setting

ROCK A TOTS (UK) Ltd re-registered in 2020, although the setting has been registered since 2014. It opens from 7.30am to 6pm each weekday, all year round. The setting receives free early education funding for children aged two-, three- and four-years-old. There are 24 members of staff. The managers hold a level 6 qualification, 13 members of staff hold qualifications between level 2 and level 4.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The joint managers took the inspector on a learning walk and discussed the curriculum intent for children.
- The inspector read written statements from parents and spoke to children to gain their views of the provision.
- A joint inspection was carried out with the managers to discuss the quality of teaching.
- Various documentation was looked at, such as child protection policies, paediatric first-aid certificates and staff qualifications.

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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