

Inspection of Crocodile Rock Day Care

20 Newgate Lane, Mansfield, Nottinghamshire NG18 2LF

Inspection date: 10 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have good relationships with the staff in the setting. They seek them out for comfort when they first separate from their parents. Staff ensure that children have access to their favourite toys to support them to settle when they enter the setting. Children enjoy playing in the garden, steering the ride-on cars and navigating the climbing frames available. Children are developing their physical skills, such as balance and coordination.

Pre-school children enjoy cutting up real fruit as they play in the home corner. They squeeze the juice from lemons and discuss how it smells. They talk to the staff about where their food comes from, understanding that some fruit grows on trees. Although children use safety knives, they are not supported to learn how to cut up the fruit in a safe way. They attempt to cut the fruit that they are holding in their hands. Staff do not teach them to place the fruit that they are cutting onto a table or chopping board.

Toddlers wash dolls in the water tray and put them to 'sleep' in the bouncers. They act out their experiences at home in their play. However, children are not consistently engaged or challenged by the activities provided. Children do not make the progress that they are capable of as staff are not aware of individual children's developmental needs.

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

- Partnerships with parents are a key strength of the setting. Staff work closely with parents to support new children to settle in to the setting. Settling-in visits are tailored to individual children's needs. Where a child is less settled, they may have a number of settling-in sessions; confident children may only need one or two. Children are introduced to nursery life at their own pace, allowing them time to build relationships with staff.
- Staff seek information from parents about children's home lives. They encourage them to share information about experiences and interests outside of the setting. Children talk to staff about trips they have had to a farm and their experiences of watching a thunderstorm. Staff make use of this information to broaden the experiences of children in the setting. However, staff are not clear on what children already know and what they need to learn next. This means that children do not make the progress they are capable of in their learning and development.
- Staff plan a range of activities for children. However, they do not support children to take appropriate risks in their play. For example, pre-school children are provided with scissors and supervised carefully. However, staff fail to teach children how to use and hold the scissors safely.

- Staff observe and assess children as they play to identify where children need support to develop. However, when new children start at the setting or when children move rooms within the setting, relevant information about children is not always shared with the child's key person. This means that staff do not have enough information about children to be able to focus their teaching on what they need to learn next and how they should be supported.
- Staff play alongside children as they engage in activities. They model language and encourage children's vocabulary. However, at times, in the toddler room, the environment is too busy and disordered. Children are not engaged and do not focus on the activities available.
- Although managers have a clear vision for the curriculum in the setting, they do not support staff to understand the curriculum intention or how it should be implemented.
- Staff have regular supervision with the manager. However, weaknesses in individual staff's knowledge and practice are not always identified and less-experienced staff are not supported to improve their understanding of child development.
- Children are learning to manage their feelings and behaviour. Staff communicate with children about their expectations for behaviour. They give support and gentle reminders to children who struggle in this area.
- Staff promote children's understanding of what makes them unique and children demonstrate this learning in their conversations with others. They talk about the differences between themselves and others with confidence in their play.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers conduct thorough checks to ensure the suitability of all new staff and students to work with children. Managers provide new staff with appropriate induction training to ensure they understand their role and responsibilities. Staff are confident in the procedures to follow in the event that they have any concerns about the conduct or practice of a colleague. They know the signs and symptoms of abuse and who to report concerns to. Staff keep up to date with their knowledge of safeguarding through regular training, discussions at team meetings and supervisions.

What does the setting need to do to improve?

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

- teach children to recognise and safely manage appropriate risks and challenges in their play
- improve how information is shared with key people about new children in their care to ensure they have the necessary information to support children's

learning and development

- improve the organisation of the learning environment to meet children's needs and ensure they can stay focused in their learning
- support staff to understand the setting's curriculum intention and how to implement it
- use staff supervisions and observations to identify and address weaknesses in practice and knowledge so that all staff are able to consistently meet children's learning needs.

Setting details

Unique reference number	2511199
Local authority	Nottinghamshire County Council
Inspection number	10191810
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	45
Number of children on roll	69
Name of registered person	Crocodile Rock Daycare Ltd
Registered person unique reference number	2511198
Telephone number	01623 519098
Date of previous inspection	Not applicable

Information about this early years setting

Crocodile Rock Day Care in Mansfield, Nottinghamshire registered in 2019. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, seven hold appropriate early years qualifications at level 3 and three hold an appropriate early years qualification at level 2. The nursery opens Monday to Friday all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Gardner

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager and discussed the curriculum and what they want children to learn.
- The inspector held a meeting with the manager to discuss safeguarding procedures, staff recruitment and nursery development.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.

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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