

Inspection of Crocodile Rock Day Care

20 Newgate Lane, Mansfield, Nottinghamshire NG18 2LF

Inspection date: 14 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The management and staff team have worked hard since the previous inspection to elevate the standards of care and education for the children who attend. Children safely manage risks in the newly organised and stimulating environment. For example, they understand that they need to wait for an adult to go outside when the door is opened. Staff count the children as they make their way out, then supervise them closely as they use climbing equipment. Children excitedly enjoy the activities provided. They play in the pretend café. With the help of a supportive and encouraging staff member, children talk about how the 'ice cream' tastes. They look at the words and numbers on the menu and try to identify them. Staff immerse themselves in the children's imaginative play. They pretend some children are allergic to ice cream and ask the children what the child could have instead.

Babies benefit from close, warm relationships with staff. Staff offer cuddles and softly sing songs when children are distressed; babies respond well to these interactions. Babies explore musical instruments. They use them to tap along to the rhythm as staff sing songs. Babies explore their senses as they investigate citrus fruit. Staff gently support them to identify and name the fruit, then observe as babies have a taste. Children excitedly lie on the large swing. They use their core muscle skills to help them to move the swing, supported closely by an encouraging member of staff. Children use their imagination as they talk about going up in space to visit the moon.

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

- The management team have successfully addressed previous weaknesses. Staff supervisions and observations now identify and address weaknesses in practice and knowledge. This results in, a staff team that are confident and engaging.
- Children benefit from a curriculum based on their interests. Staff gather information from parents that is used to build on children's existing knowledge. They plan next steps to help children make good progress in their learning. However, occasionally, staff do not offer enough support to help children fully participate in activities. For example, children who speak English as an additional language are not always supported to engage during singing sessions, or to join in with songs and rhymes.
- Children use their small motor skills to squeeze and squash play dough. They make 'pizzas' and are encouraged to talk about their favourite toppings. Children recognise that vegetables on pizzas are healthy and 'Good for our teeth'.
- Children with special educational needs and/or disabilities are supported well. The management team support staff to take swift action to seek advice from relevant professionals in the local authority.
- Parents speak favourably about the good level of care and learning their children

receive. They mention they 'Couldn't be happier' with the progress their children make. However, some parents are unsure of who their child's key person is since the nursery made some recent changes.

- Children develop their understanding of volume and capacity in the water tray. They fill and empty vessels. Similarly, children investigate properties of sand by digging and filling buckets. Mathematical language is used throughout the day. For example, children develop their counting skills at circle time; they join in together to count how many friends are at nursery.
- The management team use additional funding to ensure all children benefit from enriching experiences. For example, the nursery recently used additional funding to give children the experience of watching duckling's hatch in the setting. Children also benefit from travelling on the bus and visiting the library. This gives children additional life experiences.
- Babies use their developing large motor skills to climb and balance on soft play equipment. Staff gently remind them to climb carefully, and provide praise and encouragement when they achieve their goals.
- Staff speak favourably about the support they receive from the management team. They continuously develop their skills by attending local and online courses. This gives them the confidence to deliver the curriculum and to provide stimulating and educational activities for children.
- The children benefit from a curriculum rich in activities to support their communication and language. Staff plan engaging activities to encourage children to learn new words. Children take delight in music and movement activities. Children learn how to use simple sign language, to help extend their non-verbal communication. Visual timetables enable children to understand daily routines, and what is about to happen next.

Safeguarding

The arrangements for safeguarding are effective.

Staff make children's safety their highest priority. They supervise children well, both on site and while on outings. Staff ensure risk assessments are carried out to promote children's safety. They are familiar with the setting's emergency procedures. Accidents are dealt with, swiftly and competently, by trained first aiders on site. Staff benefit from regular safeguarding training. They understand how to keep children safe in the setting. Staff effectively identify signs and symptoms of abuse, including how to protect children from extremist views and radicalisation. The management team understand their responsibilities and ensure they complete specific safeguarding training. They understand how to respond to any potential allegations against staff.

What does the setting need to do to improve?

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

- strengthen support for all children to help them fully participate in activities
- improve the information you share with parents, with particular regard to any changes to children's key person.

Setting details

Unique reference number	2511199
Local authority	Nottinghamshire County Council
Inspection number	10244346
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	91
Name of registered person	Crocodile Rock Daycare Ltd
Registered person unique reference number	2511198
Telephone number	01623 658457
Date of previous inspection	10 September 2021

Information about this early years setting

Crocodile Rock Day Care in Mansfield, Nottinghamshire registered in 2019. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, 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

Stephanie North

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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