

# Inspection of Rock of Ages Nursery

Newington Free Church, St. Johns Avenue, Ramsgate CT12 6JD

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Inspection date:

17 October 2022

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## **Overall effectiveness**

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## **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

The quality of teaching and children's overall experiences are variable. At times, the deployment of staff is ineffective. In addition, some members of staff have gaps in their knowledge and understanding of how to support children's learning. Children arrive happily and settle into an activity, such as role play with pretend food. They show that they have good attachments with their key person, running to them throughout the day for cuddles and play. Children enjoy interacting with each other and regularly use pens for making marks and read stories together in a cosy area. Generally, children behave towards each other with care and kindness and are learning to make friendships. Children focus well in larger group activities, responding and smiling as they learn to make loud and quiet noises with different instruments. However, at times, children lose engagement and become unfocused because there are no staff available to interact with them.

There have recently been significant changes in management and staffing. The new manager is starting to make improvements to the overall quality of education. She has high expectations for all children and has implemented a new curriculum to support children. Staff are not fully effective at supporting children to think critically and take the time to try new skills for themselves. However, staff do try to support independence, encouraging children to cut their own snack, pour their drink and wash their hands independently, for example.

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

- The new manager aims to improve standards and has a vision for providing good-quality care and education. She has identified the need to improve supervision arrangements for her staff. This is not currently securely embedded.
- The manager has a clear vision for the curriculum, but some staff do not support her to implement this well. Staff know children well and plan learning activities that support them to make progress. However, sometimes, staff are preoccupied with tasks, such as tidying away resources. At these times, children do not benefit from meaningful learning experiences and are not always engaged and focused. This reduces the opportunities for them to make progress.
- The manager has identified gaps in children's learning following the COVID-19 pandemic and is working well to address these. For example, she is supporting children to take part in activities, to increase their social skills. These include group singing times, object-identification games, and play dough activities. This works well to support children to feel more confident and to build their friendships and communication.
- Staff use appropriate questioning to support and develop children's understanding and language. For example, when they play with shaving foam and animals, staff support them to name what they feel and smell like. Staff

introduce new language, such as 'maracas', 'loud' and 'quiet', when playing with musical instruments.

- The manager supports children with special educational needs and/or disabilities to make progress. She ensures that the right agencies are involved to assist the children and their families. The manager is quick to identify emerging needs and refer them promptly. She uses funding well to support children's emotional well-being, such as buying sensory resources and additional training for staff.
- Staff support children to take turns and share. They play games together, and staff encourage children to share their resources, such as books and play dough. However, at times, due to a lack of staff engagement, children lose interest and use equipment inappropriately, such as drawing on resources. At times, this leads to some children being unkind and hurting their friends. This does not support children well enough to build the required behaviour and attitudes needed to thrive in future learning.
- Staff support children to be able to sit and listen well when they are focused on an exciting activity. Children enjoy blowing bubbles for their friends to pop and completing the actions to songs like 'Head, shoulders, knees and toes'. They have fun and giggle together, supporting them to develop a positive attitude to learning.
- At times, staff do not offer children enough time and encouragement to solve problems for themselves and to master skills that are within their capabilities. If a child encounters a problem, staff are sometimes too quick to solve this for them. For example, during the inspection, a child asked a member of staff for help rolling play dough shapes. The staff member rolled the shape for the child, rather than supporting them to learn how to carry out the task independently.
- The manager has developed good relationships with parents and has gone above and beyond to support families to have better outcomes for their children. Parents report feeling supported by her and happy with the nursery. They say that their children enjoy attending and are making good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has a clear and thorough understanding of child protection and her role in safeguarding all children. Staff are clear on how to identify a child at risk and the importance of making prompt referrals should they have any concerns about a child or adult. The manager is supporting staff to increase their knowledge and understanding further.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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implement effective supervision for staff to identify and address any gaps in their skills and knowledge and to support their ongoing professional development	28/11/2022
review and improve the deployment of staff, to ensure that children receive the interaction and support that they need to stay focused and meaningfully engaged.	28/11/2022

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

- enhance staff's understanding of how to support children to develop skills in working things out for themselves and testing out new ideas.

## Setting details

<b>Unique reference number</b>	2597939
<b>Local authority</b>	Kent
<b>Inspection number</b>	10251471
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Tarmo, Grace
<b>Registered person unique reference number</b>	2597937
<b>Telephone number</b>	07539 001604
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rock of Ages Nursery registered in 2020. It is based in Ramsgate and operates from within Newington Free Church. The nursery is open Monday, Wednesday and Friday, from 8am to 2.30pm and Thursday and Friday, from 8am to 2pm, term time only. The nursery employs four members of staff, of whom one holds a level 4 qualification and three hold a level 3 qualification. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nina Harvey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- 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 manager and inspector carried out a joint observation and spoke with staff.
- Parents shared their views on the nursery with the inspector.

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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