

Inspection of Rock A Tots UK Limited Westmoors

30 Moorlands Road, West Moors, Ferndown BH22 0JW

Inspection date: 3 May 2023

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 warmly greeted as they arrive at the welcoming setting. They settle well in their familiar routine and share nurturing relationships with their key person. Staff know the children very well and they plan carefully to ensure they meet children's individual needs. Staff have high expectations of the children and all children are beautifully behaved, showing delight in their learning. For example, children transitioning to a new room choose to stay longer in their new environment, happily joining in with singing and dancing.

Leaders have a very clear vision for the curriculum they deliver. Staff read stories, sing songs and model language to support the focus on communication and language skills. Staff engage with younger children, modelling how to use their manners and naming the food they are eating. Older children are encouraged to share their thoughts and ideas through adult-led activities. For example, children practise making marks and talk about who lives in their house. This promotes learning about similarities and differences and supports children to confidently talk about what makes them unique.

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

- Parents comment very positively about the relationships staff establish with them. They report that they are kept well informed via a variety of methods. Parents comment that their children are learning and developing well and are happy at the setting. They say that the staff provide a variety of interesting activities for the children, particularly to enable them to be active and creative. Parents say that their children 'love it' at the setting.
- The key-person approach is very well established. Staff talk confidently about the children in their care, discussing their progress and next steps in learning. Staff are very attentive to the children and all children are very settled, calm and happy. Staff track learning frequently. They share observations and next steps with parents. They are encouraged to document learning at home in order to work in an effective partnership.
- The setting has a very positive, calm and nurturing atmosphere. Staff work together harmoniously and demonstrate very good communication to ensure the children's needs are met and that organisation is key. Leaders deploy staff members to ensure that children are adequately supported in their learning and so that they are clear of the learning intentions for the activities. Staff report high levels of well-being and speak positively about the support they have from the manager.
- The special educational needs coordinator has a very good understanding of the children who need additional support. She works in partnership with families,

external agencies and the child's key person to support the child and their family. The setting has adopted targeted approaches to support individual children to help them learn and progress. For example, enrichment boxes are used to help children engage and regulate themselves when their emotions are overwhelming. All children, regardless of their starting points, make good progress.

- Children are given plentiful opportunities to develop their independence. Younger children are taught to find their shoes and put them on, while older children prepare their own snack and serve themselves cooked lunches. Children sit beautifully at meal and snack times, patiently waiting while each child makes their own choices and carefully serves their food from the table.
- Most staff members are very good role models, modelling language, new vocabulary and exposing the children to mathematical concepts. For example, as children play, the majority of staff provide a running commentary, counting the number of trains and discussing which one is 'big' and which one is 'little'. However, some staff do not promote speaking and listening as well as they could. They are less conversational in their approach and do not always engage with all children in the group. As a consequence, they do not always maximise opportunities to promote children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility in recognising and reporting any concerns about a child's welfare. Safeguarding is given a high priority and staff are vigilant to any concerns through regular discussions and monitoring of children. Children that are slightly more vulnerable are carefully monitored to ensure that they remain safe. The setting has comprehensive procedures in place to ensure staff suitability when recruiting and it actively seeks advice and support from external agencies if needed.

What does the setting need to do to improve?

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

- support all members of staff to develop their knowledge and skills to extend children's communication and language skills further.

Setting details

Unique reference number	2630235
Local authority	Dorset
Inspection number	10281148
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	0 to 4
Total number of places	58
Number of children on roll	62
Name of registered person	Rock A Tots (UK) LTD
Registered person unique reference number	2606161
Telephone number	01202978899
Date of previous inspection	Not applicable

Information about this early years setting

Rock A Tots UK Limited Westmoors registered in 2021. It is located in Westmoors, Dorset. The nursery is open all year round, Monday to Friday from 7.30am to 6pm. The nursery employs 17 members of staff. Of these, three are apprentices, 11 hold relevant childcare qualifications at level 2 or 3 and two members of staff have a BA Honours in Early Years. The remaining staff member is unqualified.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager gave the inspector a tour of the premises. She talked about children's learning and progress, and how they deliver the curriculum.
- The inspector spoke to parents to gain their views about the setting.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

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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