

Inspection of Little Rockets Childcare - Langney

Unit 31 Langney Shopping Centre, Kingfisher Drive, Eastbourne BN23 7RT

Inspection date: 22 May 2023

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Safeguarding procedures are not rigorous enough to ensure the safety of children. Gaps in recruitment processes mean that the suitability of staff to work with children cannot be assured. In addition, there are weaknesses in safeguarding practice that put children at risk.

Nevertheless, children are happy and feel safe at nursery. This is evident when they arrive with a smile on their face and confidently separate from their parents and/or carers. They are eager to see their friends and are familiar with the routine. For example, younger children place their lunch boxes and drink bottles on the trolley before they start to play.

Staff help children and babies to successfully develop their physical skills. For example, babies and young children independently move around the room as they practise their early walking skills. Additionally, older children confidently use the climbing frame and slide.

Children learn about rules and boundaries, which helps to prepare them well for future learning. Staff are good role models and encourage children to use good manners. As a result, children behave well and are respectful to adults and their peers. Furthermore, children have a developing understanding of diversity and different people in the world.

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

- Recruitment and vetting processes are not rigorous enough to ensure that adults working with children are suitable to carry out the responsibilities of their role. For example, although staff have Disclosure and Barring Service and identity checks in place, there is no documentation to show that references have been checked before employment.
- There is not a robust record-keeping process in place to ensure that safeguarding concerns are monitored effectively. For example, staff do not keep accurate records of child protection concerns and the action taken. This means that the welfare of children cannot be assured. Additionally, some required documentation was not available for inspection.
- Staff feel well supported. They attend supervision meetings to discuss any concerns and identify training needs. Staff report that they feel valued and listened to by the manager.
- Staff provide a stimulating learning environment for children and babies. They provide a range of activities that follow children's interests and promote learning across all areas. For example, younger children enhance their creative and early writing skills when they paint caterpillars that they have made from cardboard

tubes. However, sometimes, staff do not encourage quieter children to participate in group activities. On these occasions, teaching is focused on the more-confident children. Therefore, quieter children's learning experiences are not fully extended.

- Communication and language development is a focus for the curriculum for children of all ages. Staff use a range of strategies, such as picture cards and singing, to build on children's speech and language skills. Furthermore, staff introduce new vocabulary, such as 'galloping' and 'marching', as children play.
- Children successfully develop their early mathematical skills. For example, they count and learn the names of numbers when they place buttons on caterpillar pictures.
- Parents think highly of staff and comment on how happy their children are at the nursery. Staff work in partnership with parents, keeping them up to date with their child's progress. However, they do not always share ideas with parents to help them to extend children's learning at home.
- Children's personal development is compromised by weaknesses in recruitment and safeguarding processes. Nevertheless, staff support children to keep healthy. For example, children enjoy plenty of opportunities to play outdoors where they benefit from fresh air and exercise. Furthermore, staff use mealtimes effectively to talk to children about healthy food choices.
- There is an effective key-person system in place, which enables good partnerships with parents and/or carers. Good settling-in and transition processes positively support children's emotional well-being. Additionally, staff give children plenty of praise and encouragement, which enhances their confidence and self-esteem. For example, staff celebrate children's achievements with them, which helps to keep children motivated to learn.
- Staff encourage children to understand their feelings. They talk to children about the affect that their behaviour has on other children and adults. This supports children to be able to manage their emotions and prepares them for future learning, including the move to school.
- Staff supervise children well. They support children of all abilities, including those with special educational needs and/or disabilities to play together and be kind to each other. As a result, children enjoy each other's company, play cooperatively and readily share resources.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in safeguarding processes do not ensure the safety of children. Recruitment and vetting processes are not rigorous enough to ensure that staff working with children are suitable for their roles. Furthermore, the manager and provider do not maintain accurate safeguarding records, which compromises the safety and welfare of children. However, staff have a good understanding of the indicators of abuse and neglect. The provider and manager know the processes to follow should there be an allegation against themselves or a member of staff. The premises are safe and secure, and potential hazards are swiftly addressed to

minimise the risks to children and adults.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective recruitment and vetting processes to ensure that adults working with children are suitable for their role	06/06/2023
improve safeguarding practice to ensure effective monitoring and oversight of all child protection concerns.	06/06/2023

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

- improve teaching during group activities to ensure that the learning needs of all children are met so that they remain engaged and continue to make progress
- develop strategies to share ideas with parents so that they can build on children's learning at home.

Setting details

Unique reference number	EY473067
Local authority	East Sussex
Inspection number	10285518
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	80
Number of children on roll	102
Name of registered person	Little Rockets Limited
Registered person unique reference number	RP903119
Telephone number	01323301220
Date of previous inspection	9 October 2017

Information about this early years setting

Little Rockets Childcare - Langney registered in 2014 and is one of two privately run nurseries. It operates in the Langney area of Eastbourne, East Sussex. The nursery is open each weekday between 7.30am and 5.30pm, all year round. The nursery employs 17 members of staff. Of these, 16 hold an appropriate qualification at level 3 and two hold a level 2 qualification. The nursery receives funding to provide free early education for children aged two, three and four years. Additionally, it receives early years pupil premium funding.

Information about this inspection

Inspector

Michaela Borland

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 setting and has taken that into account in their evaluation of the setting.
- The manager and inspector conducted a tour of the setting indoors and outdoors to understand how the curriculum is organised.
- The manager and inspector completed joint observations of staff practice to assess the quality of teaching.
- The inspector sampled a range of documents, including recruitment and vetting checks and safeguarding records.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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