

Inspection of Tops Prince Rock

Noah's Ark Childcare Centres, 20-24 Lucas Terrace, Plymouth, Devon PL4 9LD

Inspection date: 25 September 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

Leaders do not ensure children's welfare. Food safety and hygiene practices are poor and do not meet safer food guidelines. The previous recommendations raised at the last inspection have not been addressed. The key-person system is not effective to ensure that children feel secure and know what to expect next, particularly during changes to routines. Additionally, staff do not use consistent strategies to help children understand the rules of the setting or to develop their understanding of risk as they play.

Staff do not implement an ambitious curriculum for all children. Teaching, particularly during adult-led activities, is not tailored to meet the needs of individual children to help them make good enough progress. Some staff do not engage and interact with children effectively to extend their communication and language skills.

Leaders use funding to benefit children. They purchase dental products to ensure that children regularly brush their teeth at the setting to support their oral health. Children have daily opportunities to play outside in the fresh air. They enjoy riding bicycles and building with plastic crates to support their physical skills.

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

- Leaders have not done enough to minimise risks to children at mealtimes. Following a recent incident, they have changed their procedures for monitoring cooked food prior to serving it to children. However, this is not effective. Although staff check the temperature of cooked food when it arrives at the setting, they leave it out for long periods in the kitchen and do not recheck the temperature before serving it to children. Staff's knowledge of food safety is weak. For example, they state they would heat up rice and meat products before they are cooled sufficiently, which does not follow safer food guidelines and could potentially harm children. Additionally, staff use the same sink and drainer to wash and store dirty paintbrushes and children's drinking cups.
- Key persons do not do enough to help children to develop their emotional security and settle into routines, particularly those who are new to the setting. For example, staff tell the younger children to move into another room but do not explain why. Children then wait for long periods for their parents to collect them and become upset. Although staff try to engage them by reading a story, this is not effective. Children wander around crying. Additionally, staff approach children from behind to put sun cream on their faces without warning. This upsets some children, as they do not understand what is happening, or why.
- Staff do not help older children to understand the rules of the setting or support them to understand potential risks. Although staff tell children not to climb or hang on the indoor equipment, they are not consistent in their approach, and

children continue to do this in an unsafe way.

- Leaders do not ensure that staff provide a challenging curriculum that meets children's individual needs, to ensure they make progress. For example, although children enjoy making prints with paint using pine cones and corks, staff do not adapt the activity or help children to focus on what they need to learn. Although staff plan activities around children's interests, learning is mostly incidental.
- Staff provide a narrative while children play. They talk about what children are doing and sing their favourite songs. However, at times, staff do not respond quickly enough to what children are saying. Children continuously repeat themselves until staff answer. When staff do reply, it is brief and does not develop children's vocabulary. Additionally, some children, particularly those with special educational needs and/or disabilities, play alone, without interaction from staff, for some time. Although staff have visual strategies to help support language development, these are not consistently used to aid children's communication skills.
- Parents comment that staff are friendly and provide them with information about their child's day, both verbally and through an online communication system. Staff invite parents in for specific meetings to discuss children's development. They also provide some learning activities for children to complete at home with their families.
- Children enjoy creative activities. For instance, they make pretend lollipops using play dough. Staff ask them what shape they have made with the dough and if their 'lollipop' tastes 'yummy'.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail to ensure that effective procedures are followed to keep children safe during mealtimes and in their play. Staff have a secure understanding of child protection and can identify when a child may be at risk of harm. They know who to speak to if worried about a child's welfare or if they have concerns about staff conduct. Leaders consistently ensure staff's suitability to work with children. The premises is secure. Staff check the identity of visitors upon arrival, and a robust security system is in place to ensure that any unauthorised persons cannot enter the building.

What does the setting need to do to improve?

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

	Due date
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ensure that all staff preparing and handling food are competent to do so, ensuring they comply to food safety regulations to minimise risks to children	26/09/2023
improve hygiene procedures to ensure that staff meet health legislation	26/09/2023
ensure that key persons consistently support children, particularly during times of change, to promote their emotional well-being	26/09/2023
ensure that staff help children to understand the rules of the setting, to minimise potential risks to children as they play	26/09/2023
improve the teaching of the curriculum to help children build on their existing knowledge and skills and make good progress in their development	30/11/2023
improve staff's skills to ensure that children receive the input they need to develop their communication skills.	30/11/2023

Setting details

Unique reference number	EY559065
Local authority	Plymouth
Inspection number	10309319
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	1 to 4
Total number of places	42
Number of children on roll	55
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01752 601909
Date of previous inspection	16 January 2019

Information about this early years setting

Tops Prince Rock is one of a chain of nurseries that is privately owned. It registered in 2018 and operates in Prince Rock, Plymouth. It is open Monday to Friday, from 7.30am to 6pm, all year. The setting employs 10 staff. Of these, three members of staff hold a qualification at level 5, four staff are qualified to level 3 and two members of staff hold a qualification at level 2. One member of staff is unqualified. The setting receives free early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Joanne Steward

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- Leaders provided the inspector with a sample of key documentation on request.

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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