

Inspection of Rock A Tots (UK) Ltd

Rock A Tots, 1a St. Peters Road, Plymouth PL5 3DE

Inspection date: 9 August 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure. They put their arms out to staff when they arrive in the morning and enter with big smiles. All children enjoy positive relationships with kind and attentive staff. Pre-school children are polite and respectful. They tell each other 'sharing is caring'. Toddlers learn good manners from staff and say 'please' when they ask for something. Staff teach babies how to say 'thank you' by using hand signs. Babies copy these and use them when communicating with staff.

There is a well-designed curriculum that successfully builds on children's personal, social and emotional development. Children gain a wider understanding of their emotions and other people's feelings. For example, pre-school children look at 'emotion pebbles' to help explain how they feel. Staff provide meditation sessions and 'sound baths' for pre-school children to help promote good mental health. As a result, staff notice that these children learn to self-regulate their emotions.

Parents comment that their children make good progress at the nursery. They can see the difference the setting makes to their children's development. For example, children sing songs at home that they have learned at nursery. Staff inform parents what their children are working on next. Parents enjoy receiving updates on their children's development and how they can support their children's learning at home.

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

- Babies display high levels of well-being. They choose to sit with staff and listen to a storybook. Staff encourage babies to feel different textures in the book. Babies enjoy the sensory experience. They try to name animals they can see in the book, and staff repeat the correct word. Staff acknowledge their interest and extend this experience. They sing a song about animals. At other times, older babies play 'hide and seek' with staff. They show great delight as they run up to staff and say 'again, again'.
- Children are independent. Babies gain confidence in their self-care skills. Staff teach them how to use a flannel to clean their face. Babies practise this and develop better hand-eye coordination. Toddlers know the rules and routines of the day. They independently scrape their plates after lunch and collect their dessert. Pre-school children self-serve themselves breakfast. Later, they choose if they would like a 'big spoon' or a 'little spoon' of lunch. These children know that their voice is important and are confident in making choices.
- Pre-school children accept a challenge and design an obstacle course. They show good levels of concentration. These children plan how many hoops they will jump through and the direction of the cones to weave in and out of. They strengthen their knowledge of numbers and count how many jumps they take.

Pre-school children show resilience as they do this. If they fall, they get back up and try again.

- Toddlers gather together and hear staff read a story. They enjoy listening to staff use varied voices to represent different characters. Toddlers look at props and items from a story sack. This keeps some toddlers engaged. However, staff do not always manage group activities to keep all toddlers focused, so they can extend their learning further. For example, during some group times, activities go on for too long and toddlers become fidgety and disengage.
- Pre-school children follow instructions well. For example, staff ask them to help take the books inside when it starts to rain. These children collect the books and tidy them away. They say 'good job' to each other and work cooperatively. Staff thank them for helping, and these children show good levels of self-esteem.
- Leaders identify professional development opportunities for staff to improve their practice. Staff attend training on music for under two-year-olds. Following this, they introduce 'song sticks' for babies. Staff notice that babies learn more single words. However, at times, staff do not develop all toddlers' communication and language skills as well. Toddlers are not always able to learn new vocabulary or communicate effectively. For example, sometimes staff speak quickly, and toddlers are not able to hear new words. At other times, staff do not support toddlers with limited language to express their needs clearly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- manage group activities to keep all toddlers focused, so they can extend their learning further
- develop staff's knowledge and understanding of how to develop all toddlers' communication and language skills, so toddlers can learn new vocabulary and communicate effectively.

Setting details

Unique reference number	2606163
Local authority	Plymouth
Inspection number	10360513
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	79
Number of children on roll	125
Name of registered person	Rock A Tots (UK) LTD
Registered person unique reference number	2606161
Telephone number	01752 777444
Date of previous inspection	4 August 2021

Information about this early years setting

ROCK A TOTS (UK) Ltd re-registered in 2020, although the setting has been registered since 2014. The setting employs 22 members of childcare staff. The managers hold a level 6 qualification and 14 members of staff hold qualifications between level 2 and level 5. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A manager and the inspector carried out a joint observation of a group activity.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024