

Inspection of Tops Prince Rock

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

Inspection date: 1 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily and confidently. They enter the nursery waving a cheerful goodbye to their parents. Children are keen to greet their friends and staff and to explore the resources and activities on offer, demonstrating a positive attitude to learning. Staff plan and deliver an enjoyable curriculum that builds on children's interests. While babies practise tummy time to develop their core muscles, staff encourage them to look around and to reach for toys. Staff motivate toddlers to blow and pop bubbles and support the pre-school children to use mathematical language when measuring toys. Children make good progress, which helps to prepare them for later learning, including school.

Staff form warm and affectionate relationships with children and tailor the settling-in process to suit each child's needs, working closely with parents. Staff remind children to share and take turns and they give children lots of praise, which helps to build the children's self-confidence. Children are kind and play well together. For example, toddlers offer the bubble wands to their friends and invite them to have a go. Pre-school children request a turn with the toys when their friends have finished playing with them and wait patiently until the toys become available.

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

- Since the last inspection, the provider has worked hard to implement changes. For example, they have organised training for the staff to improve their interactions with children and the support for children's communication and language development. Staff model language effectively, teach children new words and vary the volume and tone of their speech to capture children's attention. For example, staff read parts of a story in a whisper, and the pre-school children listen with curiosity and rapt attention.
- The provider has supported staff to review the curriculum, including the planning and organisation of small group activities. This has had a positive impact on staff's relationships with their key children and on supporting children's listening and speaking skills. During some small group activities, staff do not challenge the older and more able children as effectively as they could, to extend the pre-school children's learning further.
- Staff know the children well and work closely with parents to identify and meet children's individual needs. They are quick to recognise when children might benefit from additional support and take action to involve relevant agencies.
- Parents provide positive feedback about the nursery, including the warm relationships that their children form with staff and the support that the whole family receives. Staff share ongoing information with parents to promote consistency in children's care and learning. For example, they keep parents informed about the vocabulary they are teaching children, so parents can help to

build on children's language development at home.

- Staff organise themselves well to keep children safe. However, for short periods of time in the baby and toddler rooms, staff do not deploy themselves effectively to meet children's learning needs consistently. For example, they change children's nappies and warm children's bottles at the same time, leaving fewer staff present to support and interact with the children.
- Children learn a range of skills while they play, explore and take part in activities. Babies hold the hands of staff when they try to balance across stepping stones, and they bounce up and down while waving their arms as they dance to music. Pre-school children use tools to mould and cut play dough and tell staff imaginatively that they have made a strawberry pizza.
- Children learn to be independent from a young age. Toddlers are very confident in their abilities and inform staff that they want to slice the fruit for snack themselves. Pre-school children blow their own noses, use cutlery ably at mealtimes and pour their own drinks.
- The provider and staff understand and implement risk assessment effectively, to ensure the premises are safe and secure for children. They teach children to think about how to keep themselves safe. Children only climb on the climbing frame as high as they feel able to manage, and they do this with care.

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:

- review and develop the deployment of staff in the baby and toddler rooms at busier times in the day to provide more consistent and targeted support for children's learning needs
- support staff to engage and challenge the older and more able pre-school children during group activities to extend their learning further.

Setting details

Unique reference number	EY559065
Local authority	Plymouth
Inspection number	10364614
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	42
Number of children on roll	78
Name of registered person	Tops Day Nursery Limited
Registered person unique reference number	RP901328
Telephone number	01752 601909
Date of previous inspection	8 March 2024

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 7am to 6pm, all year round. The setting employs 17 staff, including the managers. Of these, 14 members of staff hold relevant childcare qualifications between levels 3 and 7. The setting offers government-funded places.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- The manager led the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- 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 spoke with parents, carers and staff to take account of their views and experiences at the nursery.
- The inspector held a meeting with managers to discuss the leadership and management of the nursery.
- The manager and the inspector carried out joint observations together to reflect on the quality of education.

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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