

# Rockers and Rollers Day Nursery

Priory Health Park, Glastonbury Road, Wells, Somerset, BA5 1XJ

<b>Inspection date</b>	17/07/2013
Previous inspection date	02/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff are attentive to the well-being and care needs of individual children, which supports their personal, social and emotional development.
- Children are happy and enjoy what they are doing. They learn to behave well and play co-operatively.
- Staff work in partnership with parents and outside agencies, which provides effective support for individual children including those with special educational needs.

### It is not yet good because

- The monitoring of staff practice is infrequent, resulting in weaknesses in staff performance.
- Staff do not routinely ask children useful questions, which means they frequently miss opportunities to challenge and extend children's thinking.
- More able children are not consistently provided with suitable writing implements, which means they are unable to practice their writing skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three playrooms, the dining rooms and the outside learning environment.
- The inspector had discussions with both managers, staff, the special educational needs coordinator, children and parents.
- The inspector undertook two joint observations; one with the deputy manager in the pre-school room and the other with manager in the dining room with the babies and toddlers.
- The inspector sampled a range of documentation including the self-evaluation form, children's records, planning, safeguarding procedures, policies and information from a parents' survey.

## Inspector

Hannah Hornig

## Full Report

### Information about the setting

Rockers and Rollers Day Nursery registered in 2008. It is located within the grounds of Priory Health Park in the City of Wells, Somerset. The nursery operates from a purposely converted building and children have access to an enclosed outdoor play area. The nursery is open from 7.30am until 6pm from Monday to Friday for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 places are offered for children aged from 3 months to under eight years at any one time. There are currently 105 children on roll in the early years age group. Children attend for a variety of sessions. The nursery employs fifteen members of staff who work directly with the children, which includes the two managers and a cook. One member of staff holds the Early Years Professional status, 11 members of staff hold appropriate early years qualifications at level 3 and three members of staff at level 2. The nursery receives funding for free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and who are learning English as an additional language.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop children's communication and language skills further by providing opportunities for all staff to ask useful questions and comments during children's play to challenge children's thinking
- develop children's early writing skills by providing opportunities for them to write for different reasons; with particular regard to meeting the learning needs of more able children
- improve the monitoring of the quality of staff practice in order to swiftly tackle inconsistencies in performance, by having more regular supervision sessions with staff.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide a sufficient and varied range of activities for children to enjoy across all areas of learning. As a result, children make satisfactory progress in their learning and

development. The staff have a sound understanding of how to assess children's progress to plan for their next steps in learning. Staff gain information from parents when their children first join and keep a 'My unique steps' record to monitor their progress. A children's interests board has been provided in the entrance to the nursery for parents to share information about their children's learning and development at home. However, not all parents are encouraged to contribute, which reduces opportunities for them to be involved in their children's learning. The staff observe children appropriately to ensure that they include children's interests when they plan activities. Staff understand the requirement to check children's progress at the age of two years. They consult with parents closely, discuss and access any further support that may be required, particularly for those children with special educational needs and/or disabilities. This communication helps to ensure that children make appropriate progress.

Staff encourage children's personal, social and emotional development by responding to their individual ideas. For example, when a child selects a plastic lion to play with, staff engage a group of children in a rhyme about a lion, smiling and making actions and noises, which supports the particular child's interest.

Staff promote children's language skills soundly overall and as a result, the children communicate confidently with them. Some staff use visual signs for 'more' and 'thank you', to communicate with children and aid their understanding. In the baby room staff sing a song about building towers while the children enjoy building a tower and knocking it down. The staff outside comment on the noises that they can hear and this develops children's awareness of environmental sounds. Some staff repeat phrases so that children can hear words in context. For example, a member of staff repeats 'sticky, sticky, sticky glue' as a child completes a craft activity. Older children are encouraged to participate in daily activities to promote their understanding of sounds and letters, which helps develop their literacy skills. This also provides them with a suitable understanding for when they go to school.

Staff provide all children with a stimulating range of sensory materials to explore. Younger children use glue spreaders and manipulate a mix of hard pasta tubes, cooked spaghetti and soft dry sand. Older children show delight and excitement as they engage in a planned activity to make 'ice cream dough' from corn flour and strawberry scented hair conditioner. The children comment on the dough being cold and hard as they pinch and roll the mixture between their fingers. However, staff miss opportunities to extend children's language abilities and discuss mathematical concepts, such as full and empty, as they do not ask useful questions. This reduces opportunities for children to think and respond. Children develop their hand control by using knives and forks when they eat their dinner. Children have some opportunities to make marks, for instance with chalk or shaving foam, and practice their early writing skills. However, a lack of sharp pencils and working pens means that the more able children are not being supported to write effectively or record their observations. Staff write names on the children's paintings and creations rather than encouraging and valuing children's own marks or writing. These shortcomings mean children are not gaining these useful skills in preparation for school.

Children receive support to develop their mathematical skills sufficiently as staff count aloud slowly and point to numbers on a number line. Children develop an understanding

of the world as there are photographic images of children displayed on the walls, and they have access to natural resources and books about people and places. A tiny caterpillar found outside sparks interest and curiosity from the children. However the quality of staff interactions with children is inconsistent, as some are not always aware of the purpose of activities. This reduces the potential to extend children's learning fully effectively.

### **The contribution of the early years provision to the well-being of children**

All children are confident, happy and settled in their environment. The staff speak to children about what they are doing and playing with and the children behave well. They ask the older children how they are feeling at the beginning of the afternoon session and the children respond by signing and saying that they are happy. Clear expectations are provided for all the children. They are reminded by the staff to wait their turn before moving off the carpet area. The children 'read' their names on a card responsibly before independently choosing where they would like to play. An effective key person system ensures that younger children and those in need of additional support develop strong emotional attachments with a familiar person.

All children are beginning to learn about healthy lifestyles. The nursery offers healthy snacks and meals which are prepared by the cook who is a well respected member of the staff team. The children frequently tell her what they have been doing in their activities. Staff sit with the babies and children as they eat, which makes mealtimes a sociable occasion and offer reassurance to children who are unsure. Children participate in daily physical activity and have opportunities to climb on equipment outside as well as joining in regular dance sessions led by a specialist dance teacher.

All children have the choice to play either indoors or outside with the resources provided. They have access to climbing equipment outside in the garden where they practice and develop their balance and coordination skills. In very hot weather the staff provide additional shade for the children by erecting gazebos and outside shelters, which help to safeguard them from the effects of the sun. The older children take their drinks and staff take water for the younger children outside, reapplying sun cream regularly to help protect them from the effects of the sun. Children learn consistently that they need to drink plenty of water because it is a hot day. A sensory room is used to either listen to music and relax or to promote the communication and physical skills for groups of children with additional needs. Staff support children as they prepare to move on to school by visiting regularly and sharing information about the children.

### **The effectiveness of the leadership and management of the early years provision**

The managers work soundly together to ensure that support systems for the running of the nursery are in place. This includes the permanent deployment of an additional member of staff. One of the managers is always on the premises to provide support for the staff and overall they work well together as a team. The managers have a satisfactory

understanding of the legal requirements of the Early Years Foundation Stage. There are appropriate systems in place to ensure that the staff are suitable to work with children. All staff have received appropriate safeguarding training and the managers understand safeguarding issues. The managers are experienced in the processes required should there be any concerns about the children in their care. All the required records, policies and procedures are in place and up to date, including the complaints policy. These procedures all promote children's welfare soundly.

Managers complete annual appraisals and identify some staff training needs. However, they do not complete supervision sessions for staff frequently, which means that they do not always identify staff training and development needs quickly. Managers are not consistently monitoring staff interactions and practices with the children. Therefore, they miss opportunities to identify weaknesses and their possible impact on children's learning. Managers are not consistently monitoring the quality of the teaching and delivery of the educational programmes at the nursery. This is evident because not all the staff know how to promote children's learning effectively.

Leaders and managers promote the good health and safety of children attending the nursery. There are appropriate written risk assessments and daily checks of the indoor and outdoor environment. When children go on outings, acceptable risk assessments are made, adults carry a first aid kit and children wear high visibility jackets to promote their safety.

Self-evaluation is adequate. Some improvements have been made; for example, after managers and staff identified that a large decked area was needed so that the outside would be fully accessible in all weathers, one was provided. However action plans do not focus on the inconsistencies in practice amongst the staff, which means that they do not tackle the underperformance of some staff swiftly. This affects the children as some staff do not always interact well with them. The managers provide questionnaires for parents in order to gather their views and suggestions, which helps to involve them in the evaluation process.

The nursery works well with external agencies such as health visitors, portage, speech therapists, physiotherapists and local schools to ensure that children get the support they need. Children with special educational needs are provided with an individualised education plan so that their progress can be measured against specific next steps. There are positive partnerships in place with parents. The nursery is trialling the use of an email system between key persons and parents of babies and toddlers. Parents receive frequent and reassuring daily email messages to explain about their child's day, particularly when parents have had a concern with toileting or sleep issues. Parents are pleased with the care provided. They make positive comments such as, 'the staff are amazing. When my child first started the key person helped her to settle by making a book for her with pictures of her family'. These partnerships help to provide children with consistency in their care, learning and development.

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY376406
<b>Local authority</b>	Somerset
<b>Inspection number</b>	829473
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Rockers and Rollers Limited
<b>Date of previous inspection</b>	02/02/2009
<b>Telephone number</b>	01749 678995

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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