

# Inspection of Rock of Ages Nursery

Newington Free Church, St. Johns Avenue, Ramsgate CT12 6JD

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Inspection date: 13 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

All children are settled, confident and happy during their time in this friendly nursery. They are eager to join in with the interesting activities that staff carefully plan for them. Staff have high expectations of children and what they can achieve. For instance, children develop their mathematical skills as they 'fish' for numbered fish and begin to place them in numerical order. Children enjoy bringing their imaginations alive. They are confident to communicate their own ideas as they become 'hairdressers' and use puppets to sequence their favourite animal stories. Children learn about the different ways to be creative. For instance, they make different patterns in paint, as they enjoy hand painting.

All staff are positive role models. Children behave well and are polite. They are empathetic and caring. For example, they show understanding of other children's different personalities and needs. Children learn about the importance of healthy lifestyles. For instance, they talk about healthy food choices at lunchtime. Children develop good physical skills and learn to move in different ways. For example, they confidently and safely use climbing equipment and enjoy yoga activities.

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

- All staff have made significant improvements since the last inspection. They ensure that they plan meaningful experiences for children that they know will keep them focused and interested in their learning. Staff know all children well and get to know their unique personalities, needs and abilities. This helps them to build secure and trusting relationships with them.
- Children are happy and enjoy the company of staff and each other. They show that they feel safe and secure, and they initiate their own games. For example, children invite each other to jump on mats, counting each jump they make with confidence.
- Staff support all children to make good progress. This includes those children with special educational needs and/or disabilities. For example, staff implement strategies that support children effectively. This includes providing children with an enclosed space, where children feel safe and are able to calm down if they become overwhelmed.
- Overall, the manager and staff establish positive partnerships with parents, who speak highly of them. Staff keep them well involved and informed about what their children have enjoyed participating in. However, there is less information shared with parents regarding their children's individual next steps and how they can help to support their children's development at home. Therefore, staff do not ensure that consistency between home and the nursery is at its most effective.
- All children demonstrate a positive attitude towards their learning and, overall,

they are engaged in their learning experiences. However, staff do not always recognise when children would benefit from being included in an activity more promptly. For example, during planned activities, staff do not quickly notice that children are keen and waiting to join in with the learning experience.

- The manager closely monitors the good quality of education and care that staff provide. She regularly observes them teach children and provides them with constructive and helpful feedback. Staff evaluate their practice together daily. They use their findings to support their future activity plans.
- All staff have regular supervision meetings and discuss strengths in practice and highlight any training needs. As a result, all staff attend regular and beneficial training. They have recently learned about the different ways to communicate with children. This includes the use of visual prompts. This has helped staff to understand how to support all children to be confident to communicate.
- All staff ensure that the setting is inclusive and diverse. They support children to develop a good understanding of other cultures and countries from around the world, including their traditions. For instance, children learn about the festivals of Diwali and Eid.
- The manager and staff use additional funding to support the individual needs of children effectively. They have purchased equipment to help children to develop their physical skills and build on their enjoyment of learning outdoors.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure and confident knowledge and understanding of all safeguarding and child protection policies and procedures. This includes knowing the signs and symptoms of abuse to be aware of and how to raise and follow up any potential concerns. Staff have a good understanding of the rules and requirements, ensuring they meet them effectively. This includes ensuring that staff meet ratios and deploy themselves well to supervise children and keep them safe. All staff have an in-date paediatric first-aid qualification. They know how they would minimise any risk and manage any accidents swiftly and appropriately if they were to occur.

## **What does the setting need to do to improve?**

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

- strengthen the already good partnership working with parents to provide consistency of children's care and learning between home and the nursery
- extend the opportunities for children to swiftly and fully engage in activities they show an interest in.

## Setting details

<b>Unique reference number</b>	2597939
<b>Local authority</b>	Kent
<b>Inspection number</b>	10261796
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	25
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Tarmo, Grace
<b>Registered person unique reference number</b>	2597937
<b>Telephone number</b>	07539 001604
<b>Date of previous inspection</b>	17 October 2022

## Information about this early years setting

Rock of Ages Nursery registered in 2020. It is located in Ramsgate, Kent. The setting is open Monday, from 8am until 2.45pm, and Tuesday to Friday, from 8am until 5pm, term time only. The setting receives funding to provide free early education for children aged three years. The setting employs five members of staff, all of whom hold relevant early years qualifications at level 3 and above. This includes one member of staff who has a relevant early years qualification at level 4.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered 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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