

Inspection of Rattle and Roll Rosecliffe Wrap Around Provision

Rosecliffe Spencer Academy, 73 Rose Way, Edwalton, Nottingham NG12 4JE

Inspection date:

30 May 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Staff create fun and well-planned environments that entice children to join in. As children arrive at the provision, they put their belongings away safely and choose the resources they wish to play with. Staff are enthusiastic and constantly engage with the children. Because of staff engagement, children learn new skills and enthusiastically explore activities and experiences they may not normally choose. Children celebrate their achievements, shouting 'Yay' as they jump up and raise their arms in the air.

Children behave well and begin to understand what staff expect of them as they are offered gentle reminders. Staff plan times in the day to go through the 'Golden Rules', which children enjoy remembering. They sit together, and the children put their hands up to call out the next rule. Staff create a respectful space, where all children are valued and feel safe. This helps to support children to talk to one another with respect and kindness. For example, when playing games, children give up their extra turn when they realise their friends have not had a turn yet.

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

- Staff take children's views and interests into consideration when planning the programme of activities they offer. They encourage children to discuss their ideas and come up with new ways of playing games. Staff use this information to plan activities and use the funding they receive to enhance children's experiences further. For example, since COVID-19, the staff have planned more social experiences to help children work together, take turns and share.
- The staff take the time to get to know the children and their families. They encourage parents to share information about their children. This information helps them to make adaptations so all children can access their provision. Staff use what they know about each child to help develop their confidence. They praise children and tell them they are 'good leaders' to encourage them to take the lead in a small group.
- Staff support children to identify how they are feeling. Children add their names to an 'Emotions Wall' to share how they feel. Staff work closely with children to help them manage emotions and share ideas on how they can make themselves feel a different way. For example, what might make them happy if they are feeling sad.
- Children of all ages are encouraged to build skills towards independence. Staff encourage younger children to do up their shoes, using gentle prompts to help them achieve. Older children are supported to visit the toilet and reminded to wash their hands. Staff encourage children to manage the items in their lunch boxes and support them to understand what foods to eat before others.

- Staff build positive relationships with parents. Parents speak highly of the provision and recommend it. They comment on the variety of well-structured activities their children enjoy. Parents value the caring nature of staff and how they support their children to behave well and develop new skills.
- The manager demonstrates strong leadership. She knows her staff team and identifies areas of strong practice and further improvement. The manager supports staff to develop professionally through ongoing training. She is aware this improves the experiences staff offer to children because of the further skills and knowledge they gain. Staff comment on how valued they feel as a member of the team. They enjoy attending training and the additional responsibilities to enhance their roles further.
- Staff understand their responsibility to keep children and families safe. They risk assess the environments children access to ensure areas are kept safe. They attend safeguarding training that helps embed their knowledge. Staff are confident to make referrals to other services as necessary.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2672098
Local authority	Nottinghamshire County Council
Inspection number	10304749
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	45
Number of children on roll	92
Name of registered person	Rattle And Roll Limited
Registered person unique reference number	RP535408
Telephone number	07722 014 301
Date of previous inspection	Not applicable

Information about this early years setting

Rattle and Roll Rosecliffe Wrap Around Provision registered in 2022 and operates from Edwalton, Nottingham. The provision opens Monday to Friday, 7.30 to 9am, and 3.10pm to 6pm, term time only. It provides holiday club sessions between 8am and 5pm. The provision employs 16 members of childcare staff. Of these, four hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to the staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the provision with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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