

Tops Day Nurseries

Inspection report for early years provision

Unique Reference Number	EY344955
Inspection date	25 May 2007
Inspector	Anne Mitchell
Setting Address	4c Wolverton Road, Boscombe, BOURNEMOUTH, Dorset, BH7 6HT
Telephone number	01202 720111
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Registered person	Tops Day Nursery Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tops Nursery and out of school club opened in 2006. It is part of a large chain within the South region and operates from six rooms in a building originally built as church meeting rooms in Boscombe, Bournemouth. There is an outside play area and the setting has sole use of the premises. Children attend for a variety of sessions.

The setting supports children who have learning difficulties and/or disabilities and welcomes children who speak English as an additional language. A maximum of 108 children may attend the setting at any one time.

There are currently 258 children on roll. Of these, 41 children are in receipt of nursery funding. The setting opens Monday to Friday, from 08.00 to 19.00 all year round for children under five years. The after school club opens at 15.00 during school term times and the holiday club operates for children aged five to eight years for full days during school holidays.

There are 16 staff who work directly with the children. Of these, eight have early years qualifications and seven are currently training in early years. They receive support from the local authority

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well supported. They follow good hand washing routines, and visual prompts, such as pictures and posters displayed in the toilet areas act as a prompt to remind children to wash their hands. They know why they do this, telling staff that they need to wash their hands 'to clean the germs away'. Staff are good role models, and wash their hands and use hand cleaning gel regularly.

Nappy changing routines are good and children's privacy is maintained. Staff use disposable gloves and ensure nappy changing areas are clean, consequently, children are protected from the spread of infection. Babies and toddlers enjoy lots of interaction during changing time to promote their self esteem. The personal independence of older children is promoted and they use the facilities alone, after staff supervise them from play room to the toilet. Cot sheets are laundered daily. Children's health and welfare is effectively supported by the documentation to record accidents and medication.

Children can be treated promptly in the event of an accident as all staff hold first aid certificates. Hats are provided for children in sunny weather and sun cream is used when they play outside. Children know the importance of sun protection through discussion with staff.

The emotional well-being of younger children is well fostered. They have close and warm relationships with staff who are sensitive to their needs and help them develop strategies to cope with new situations. Babies and toddlers are happy and content as staff provide cuddles, good verbal interaction and positive facial expression. Babies are able to explore their environment. Staff use the Birth to three matters framework well and meet the children's physical and emotional needs well. Children are responded to promptly when they are hungry or tired.

Children's dietary needs throughout the nursery and out of school club are well met. Records about dietary needs are clearly displayed so all staff are aware of any problems. Children enjoy helping to prepare snacks and drinks. This provides good opportunities to discuss healthy eating and hygienic food preparation. Children are provided with healthy choices, such as toast and a variety of spreads, fresh and dried fruit, cheese and crackers with water or milk. One child finishes his snack and says to staff 'Mmm that was nice!' Children have access to drinking water at all times to ensure they are well hydrated.

Children in the nursery and out of school club have daily opportunities for physical play and fresh air in the enclosed garden. They are able to use the garden for set periods throughout the day. Babies are often taken in buggies to the local wooded area and the beach in addition to, or instead of sessions in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment. Access to the premises is well monitored and there are good systems to record visitors to the setting. Children in all areas of the nursery and out of school club can play safely as safety equipment is in place and checked on a regular basis. Risk assessments are completed inside and out to maintain a safe environment for all children, as well as for outings to ensure children's safety is assured.

Children's knowledge of keeping themselves safe is promoted through discussion with staff through daily routines, such as sitting carefully on chairs and not running inside or pushing. Children are very well supervised at all times. Babies move safely around the room and explore their environment where there are cushions, soft play activities and use of a sensory room.

Children are well protected from harm and neglect as all staff complete child protection training. They have a good understanding of recognising signs and symptoms of possible abuse and are clear about the correct procedures to follow in the event of concerns. The child protection policy is shared with parents so they are aware of setting's responsibility to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a broad and varied range of activities and resources throughout the nursery and after school club. The care of babies and toddlers is good. Staff demonstrate a secure knowledge and understanding of the Birth to three matters framework and they plan a variety of stimulating activities to promote children's development in all areas. Younger children have regular opportunities to explore texture and colour through creative activities and messy play using paint, dough and cornflour paste, for example. Their physical development is well promoted as they move around their playroom and have access to the soft play equipment for climbing and crawling. They enjoy feeling the different materials used in the sensory room, and listen to the soothing sounds and look at the lights and equipment there. Babies' and toddlers' language and vocabulary is well promoted through the high level of verbal interaction from staff. Freedom of choice is promoted throughout the setting. Babies are able to point to the picture of the toy they want and staff open the cupboard for them. Resources throughout the nursery are at low level and easily accessible.

Children in all areas of the nursery and after school club are happy and well occupied. Interaction and input from staff is positive and continuous. The after school and holiday club provides children with a relaxing yet stimulating environment where they enjoy a varied choice of activities, and a place to meet with friends. The club offers snooker, quiet play with books and puzzles, creative activities such as Hama beads, collage and drawing. Older children have their own space to use and enjoy, but also welcome opportunities to visit the younger children. Staff give them sufficient time and space to play alone or with friends, or participate in their play as required. Children who attend the club say they enjoy coming and like the staff who care for them. They enjoy daily access to the enclosed nursery garden.

Nursery Education.

The quality of teaching and learning is good. Half the staff hold relevant child care qualifications and all staff demonstrate a clear understanding of Foundation Stage curriculum. Teaching methods are effective and include the use of open ended questioning to help children work things out for themselves. For example, staff place too many or too few cups and plates on each table at snack time to help children work out what they need to do to have just enough cups and plates. Staff show a strong commitment to providing a variety of experiences for children to help them learn. Children are encouraged to help with cleaning and tidying up, preparing snacks and washing up afterwards, and getting ready for lunch. Children are enthusiastic to help and therefore take a pride in their environment.

Long term plans have been created after discussion with staff and children about their favourite topics. Weekly plans show how all areas of learning are covered. The weekly plans are effectively

evaluated to inform and improve future planned activities. Children's observations are completed regularly to determine their next steps for development of skills and learning. There is a key worker system in place and this works well. Staff are clear about the learning intention of planned activities.

The organisation of resources is generally good, however, some activities and areas of play areas are not so well organised. Staff are well deployed to support children's learning. Children with specific requirements and for whom English is an additional language are well supported with a range of strategies such as the use of key words in their own language, dual language labelling and visual prompt cards for instructions such as 'tidy up', 'share' and 'take turns'. These work well and all children can participate. Staff liaise closely with parents and professionals to meet children's individual needs.

Children are confident and come into the setting with enthusiasm. They are very independent and demonstrate good levels of involvement in their chosen activity or group sessions. They concentrate well. One child is very involved in miniature play alone and is focussed and happy. Children have developed close relationships. At 'show and tell' one child asks another 'Can I look after your phone for you?' One child tells a friend 'I fell over on my way to nursery.' The friend shows genuine concern and puts their arms on the child's shoulders saying 'Oh no, did you hurt yourself?' They are keen to help staff wash up or prepare snack.

Children have good listening skills. They listen to one another at circle time and ask questions of each other at 'show and tell'. They respond quickly as their names are called. Their language skills are developing well. One child explains 'I went to the sea and swallowed some water and it made me feel sick, because there is salt in the sea and it's yuck'. Children enjoy books and stories in a group or individually. They become very involved in the story 'We're going on a Bear Hunt' as the member of staff uses props. The children participate with enthusiasm. Children know that words carry meaning. Resources are clearly labelled and illustrated. They recognise their names as they self register at the start of the day and as they find their name at snack time. They have opportunities to write and make marks at the writing table. Organisation of some resources means that pencils are not always available at the painting easels or home corner.

Children are able to count with confidence. At snack time they count the children up to 16. A member of staff tells the children, 'There are four more children coming. How many is that altogether?' Some of the older children count on from 16 making 20. Children are learning about simple calculation. Children recognise simple shapes and are beginning to name them with confidence. They are encouraged to use mathematical language during play and daily routines such as 'Do you need more cups?' and 'Have you got too many plates?'

Children have good opportunities to explore the natural world through well planned projects such as 'Spring'. They have planted and are growing flowers and vegetables and enjoy watching them grow. They tell an adult 'We can cook the peas when they have grown'. Children have regular opportunities to design and make models from recycled materials and construction toys and do so with enthusiasm. Children have daily opportunities to use information and communication technology on the nursery's computer and by using radio controlled cars. However, children become frustrated as the radio control car does not work.

Children have good opportunities to explore colour and texture as they use their imagination to create collage and painted pictures with a broad range of materials and brushes and textured rollers. Children enjoy using their imagination in the well resourced role play area and they

become very involved in imaginative play with small world play and in the garden. Children are very enthusiastic about music, and have opportunities to sing regularly. The children enjoy music immensely and participate happily.

Children move confidently around their base room, lining up for outdoor play or visiting the toilet. Children are beginning to understand how their bodies work, as staff explain how their bodies get warm when they run around and need to drink water to cool down. Children's small muscle control is well promoted through using tools such as pencils, scissors and rollers. They use large play equipment such as bikes and scooters and balance and develop good hand eye co-ordination using an egg and spoon in races around the garden. Physical challenges for more able children are limited as there are no opportunities to use large climbing and balancing equipment.

Helping children make a positive contribution

The provision is good.

Children benefit from the welcoming environment. Bright posters, photographs and children's art work are displayed. Children's sense of belonging is very well promoted as they become involved in caring for their environment by tidying up and helping to prepare meals and snacks. Staff follow clear equal opportunities policies and procedures to ensure all children are fully included. Children learn about the wider world through a good range of multicultural resources and positive photo displays. Plans include opportunities for children to explore a range of cultural festivals and beliefs. Children's individual needs and family background are familiar to staff in all areas of the nursery and out of school club and they engage children in discussion and activities that interest them. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour in the nursery and out of school club is good. Staff are very good role models and use clear explanation. Minor conflict is managed promptly and without fuss. Staff are consistent in their approach to the children, and have high expectations for their behaviour. Children like to be helpful and are proud of their achievements. One boy proudly shows a sticker he has gained for tidying well. He tells an adult 'I'm going to help tomorrow too!'

Partnership with parents and carers is good. They are provided with clear information about the setting in the form of a prospectus, well presented notice boards and a comprehensive web site. They are kept well informed of their child's progress through informal discussion and more formal parents' meetings where they have opportunities to look at their children's developmental records. They are provided with clear information about the Foundation Stage curriculum and are aware of their child's key worker so they can discuss any issues that may arise. Parents state that they are happy with the level of care and education provided. They recognise that their children are developing well and gaining in confidence and self esteem. Parents of children in the baby unit are provided with clear information about their child's routines and developmental progress which is recorded in daily diary sheets.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. Children are cared for by suitable adults because there are good systems in place to check new staff. More than half are qualified and all staff demonstrate a strong commitment to further training because they are enthusiastic to develop their skills. Staff meetings are held regularly to discuss

plans, children's progress and staff development issues. The dynamics of the staff team at the setting are good and they work well together, supporting each other effectively.

Children are very well supported as staff ratios are high. Space is well organised indoors and out to meet the needs of children of all ages effectively and allow sufficient space to play. However, some areas of play and structured activities are not planned so effectively and therefore do not always maximise children's learning and enjoyment. Deployment of staff is well managed.

Leadership and management is good. There are effective and regular systems in place to monitor the nursery education. The manager takes time each month to observe different areas of the nursery, and completes a check list to highlight any improvements needed. These are discussed with staff to ensure all improvements are implemented effectively. Staff appraisals are completed to identify training needs. The company provides its own training department which ensures opportunities to improve staff's personal and professional development are effectively supported.

All required documentation is in place and is reviewed on a regular basis. Children's records are kept confidentially and shared with parents effectively.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure areas of play and structured activities are planned effectively to maximise children's learning and enjoyment.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to promote children's physical development by providing suitable challenges for more able children

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk