

# Tops Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY290331
<b>Inspection date</b>	04/11/2008
<b>Inspector</b>	Dinah Round / Bridget Copson
<b>Setting address</b>	14 Denmark Lane, Poole, Dorset, BH15 2DG
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Tops Day Nursery is one of a chain of nine privately run nurseries. It opened in 2004 and operates from eight rooms in a converted factory, with a lift fitted to provide access to rooms situated on the first floor. The nursery is situated in the centre of Poole, in Dorset. A maximum of 105 children aged from birth to under eight years may attend the nursery at any one time. The nursery is open each weekday from 06:45 to 18:30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 140 children attending who are within the Early Years Foundation Stage (EYFS). The nursery receives funding for nursery education. Children come from a wide catchment area, and attend for a variety of sessions. The nursery currently supports children with learning disabilities and difficulties and children who speak English as an additional language.

The nursery employs 30 staff; of these, 25 staff, including the manager, hold appropriate early years qualifications. Five staff are working towards an apprenticeship qualification. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Children of all ages are happy, settled and well cared for as staff have a good understanding of their individual needs. Children for whom English is an additional language are supported through close liaison with their families. The effective partnerships with parents and carers ensures that children's interests are linked to the activities, which means that children are motivated and making good progress in their learning and development. Children benefit from accessing a welcoming environment where health and safety issues are generally well promoted. The manager and staff continue to develop their own skills and practices, however systems in place for monitoring and self-evaluation are not fully effective in identifying areas for further improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop further the play opportunities and experiences offered to children to enrich their learning (Learning and Development)
- improve standards of health and hygiene within the younger age group to ensure all risks to children are minimised (Safeguarding and Welfare)
- develop further the systems for self-evaluation and monitoring so it links to the individual setting, and identifies fully areas for improvement, to further enhance children's welfare and development (Organisation)

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

Clear and effective policies and procedures are in place to safeguard children and promote their ongoing safety and welfare. Comprehensive recruitment and vetting procedures are followed to ensure that staff are suitable and have appropriate qualifications to work with children. The effective key person system means that children are cared for by staff who know them well which helps children feel comfortable, settled and secure. Staff and management work together well as a team and frequent communication contributes towards making sure that children's ongoing needs are regularly shared. The clear systems of induction, ongoing training and workshops helps to ensure staff are clear of their roles and responsibilities. The in-house training team, and regular meetings organised by the manager helps to support staff's continual development encouraging staff to share their ideas and thoughts. Individual staff achievements are recognised and valued through the nurseries 'ABCD Awards' which helps promote a positive environment for all. Though some systems are in place to monitor and evaluate the provision they are not clearly linked to the individual setting and are not always fully effective in identifying areas for improvement.

The environment is well-planned to promote children's independent play and learning. The play rooms are set out to cater for the different age groups offering age appropriate equipment and resources. One of the toddler play rooms however, is frequently used by other staff and children to access other areas of the premises. At such time, children in this room become distracted and do not benefit fully from the learning opportunities provided. Staff communicate well within the rooms to ensure relevant information is exchanged as staff arrive and leave. As children progress through the nursery, they are well supported by key persons to ensure they settle in well during the transition. The organisation of meal times is not always fully effective and some children are kept waiting for their hot cooked meal whilst others are eating.

Staff have established good working relationships with parents to support them in meeting children's needs consistently. Parents are provided with good quality information to support them in making an informed choice. They are kept well informed through display boards in the entrance as well as in each respective play room and monthly newsletters. Parents are encouraged to get involved through completing simple questionnaires, and attending parent evenings contributing to their child's planned learning. As children progress through nursery, parents are provided with details of new room and key person to support them in settling their child in.

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

Children are provided with a good range of resources and activities to support all areas of their learning and development. They benefit from enabling environments which fosters independent and child-led play as well as a balance of organised adult-led learning experiences. Staff know children well and respond to their interests, using ongoing observational assessment to plan and monitor children's

learning effectively. As a result, children's next steps of learning are planned well and link directly to each child's needs to ensure ongoing progress in all areas. Although, at times, opportunities to maximise learning experiences are not fully explored, such as in the playdough activity or in the outdoor environment. Parents are involved in their child's learning through information sought on admission, contributing actively to the planning for their child and meeting each term to discuss their child's progress more formally with staff.

Children are happy, active and motivated to learn. Younger children and babies explore with confidence and seek out familiar staff when they need support and comfort. Children's communication is supported well by staff. The sounds and shrieks of younger babies are encouraged to promote their language development, and effective questioning by staff helps to develop the older children's thinking and problem solving. Children have fun as they join in with the rhyming sounds and they enjoy exploring the wide range of sensory materials accessible, such as in the sensory room. Children are learning about their local community through frequent outings to the local shops and parks. Children behave well and are cared for by staff who act as good role models and use effective strategies to help children learn to keep safe, such as reminders to use their 'walking legs' when inside. As children develop, staff encourage them to play positively, for example, children are offered encouragement and praise and lots of close support, encouraging them to listen, share, take turns and say 'please' and 'thank you'. Posters, photos of children, and displays of their creative work help children develop a strong sense of belonging.

Children's welfare is promoted effectively through the provision of a safe and secure environment which staff monitor daily to maintain high standards of safety. However, staff caring for babies do not check that all resources in the sensory room are suitable for the younger age playing in there. Children's health is promoted well through regular activities throughout the day to support their physical development and teach them about leading healthy lifestyles. For example, babies use small and large scale equipment in the garden and play rooms to promote their early mobility skills. Staff have daily routines in place to maintain a clean and hygienic environment. However, this is not effective in the baby and toddler rooms, where the microwaves, nappy changing mats and some of the play provision is not regularly cleaned to prevent cross-infection. Children learn about managing their own personal hygiene and the importance of eating healthily through the provision of nutritious and well-balanced meals each day. The chef ensures all areas of the kitchen and food storage are cleaned daily and temperatures monitored for safe storage and preparation of all foods.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider of Ofsted to take any action.

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.