

Tops Day Nurseries

Inspection report for early years provision

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Inspector Lisa Jane Cupples

Setting address Royal Hampshire County Hospital, Romsey Road,
Winchester, Hampshire, SO22 5DG
Telephone number 01962 825066
Email info.rhch@tops-daynurseries.co.uk
Type of setting 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).

Description of the setting

Tops Day Nursery is one of a chain of nurseries and opened in January 2003. It operates from a purpose built, two-storey building, in the grounds of the Royal Hampshire County Hospital, Winchester. The nursery is on a hill and both levels are easily accessible from the road. The nursery provides care for the children of health care staff and accommodates the needs of parents who work shifts and there are limited spaces available for children not linked to the health service.

The nursery is registered to care for a maximum of 61 children at any one time on the Early Years Register. There are currently 69 children in the early years age group on roll. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The setting is open each weekday from 06.30 to 18.30 all year round, with the exception of bank holidays.

The organisation employs 14 members of staff in this nursery. Of these, 13 have an early years qualification to National Vocational at level 2 or above and one member of staff is currently working towards a qualification.

Overall effectiveness of the early years provision

Children's welfare, learning and development is promoted exceptionally well because the staff team have effective systems in place to identify and cater for their individual needs. All children are making rapid progress towards the early learning goals in all areas. Staff foster very strong relationships and, as a result, children are recognised as unique individuals and are extremely happy, settled, safe and secure during their time in the nursery. Staff are successful at assessing and evaluating practice as a whole to identify the strengths and weaknesses, ensuring the nursery continues to develop and improve for the benefit of the children who attend.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the use of the outdoor play area to ensure children's experiences are supported in different environments to further extend and challenge their outdoor learning opportunities.

The leadership and management of the early years provision

The nursery has made exceptionally good progress since the last inspection and all previous recommendations have been addressed in full. For example, staff have adapted the layout of the rooms and changed the routines of the day. This ensures

all children are now able to freely access the resources, and initiate their own ideas, increasing their independence, freedom of choice and decision-making skills effectively. The well established staff team work closely together to monitor, review and continuously evaluate all aspects of the nursery. As a result, any weaknesses are promptly identified and action plans are drawn up to address them. For example, to improve the hygiene standards across the nursery, medical staff from the hospital are no longer permitted to wear their working uniforms into the nursery to help prevent the possible spread of infection. All visitors, parents and staff are required to remove their outdoor shoes and also use anti-bacterial hand wash before entering any of the play rooms to minimise the possible risk to children. The manager carries out annual appraisals and the company strongly endorses ongoing training to further improve the knowledge and skills of the staff team. Consequently, all but one of the staff team hold early years qualifications and all staff have a current first aid certificate. Weekly meetings ensure information gained through training opportunities is cascaded to all staff, helping to build a strong and effective team, ensuring the nursery runs extremely smoothly. The nursery has very good links with local schools and other providers of the Early Years Foundation Stage, ensuring children who attend more than one setting receive a balanced range of activities to complement their experiences outside of the nursery. Partnership with parents is exceptionally good and clear, detailed information is shared openly, enabling parents to become actively involved in their children's learning. For example, as staff identify the children's next steps the information is displayed for parents, enabling them to build on their children's learning experiences at home. Parents have access to their children's development records at any time and the nursery also has an open door policy, encouraging parents to spend time with their children, further developing their understanding of how their children's learning is successfully promoted in the nursery. All policies, procedures and documents are in place and are maintained to a high standard, ensuring the regulations and requirements of registration are being met at all times. Extremely robust and comprehensive recruitment and vetting procedures are implemented effectively to ensure all adults working with the children are suitable to do so. All staff have an exceptionally good understanding of child protection procedures and they all know how to implement them if concerns are identified, helping to safeguard the children who attend.

The quality and standards of the early years provision

Children throughout the nursery have access to an extensive range of resources, materials and experiences and benefit greatly from the exceptionally well organised learning environment. Staff spend time observing and assessing the children's achievements and collate this information to identify their next steps on a daily basis. The planned learning intentions are added to the following week's curriculum planning, ensuring every child's individual needs are being met, at a time that is right for them. Alongside the planned curriculum staff are able to extend and challenge the children on a one to one basis because they all know what the individual children are working towards. Children thrive in this environment because they are treated as individuals and the staff are buoyant, enthusiastic and extremely motivated as they observe the children's continuing progress everyday. Children across the nursery have many opportunities to initiate

their own play and staff are extremely skilled at asking open ended questions, encouraging the children to think about what they are trying to achieve. Children participate in a broad range of experiences both inside and outside, although the range of experiences and challenges outside are still being developed. Children benefit from the exceptionally high quality interaction with the staff team. Absolutely everything the staff say and do with the children has a purpose and a focused outcome, promoting the children's development and learning excellently. Staff are exceptionally good at incorporating a whole range of learning outcomes into one activity, ensuring the children have fun and enjoy their learning. For example, story time develops into a well organised role-play activity and includes a whole group of children as they learn new vocabulary, count, use their imaginations and dress up during 'The Wedding'. Staff value the children's suggestions and participate fully, supporting the children's ideas, as they play 'Jingle Bells' to walk down the aisle. Children's creative development is progressing extremely well as children of all ages are able to investigate and explore the materials they use. For example, babies and young children use their bodies to paint and older children are learning to use more intricate tools, such as brushes and marbles, practising their skills using a variety of techniques.

Children are secure because staff are extremely vigilant and ensure the premises are safe for their use at all times. Comprehensive written risk assessments are carried out and all visitors are required to sign in and out of the premises. Key code pads are used to ensure no unauthorised person can gain access to the children, ensuring they are protected at all times. Children learn how to evacuate the building quickly and safely as they practise regular fire drills. Children benefit from a healthy and nutritious diet and the nursery provides a wide selection of hot and cold meals. Snack and meal times are used as social occasions, developing the children's manners and independence exceptionally well. For example, children as young as two are supported as they serve their own food and pour their drinks throughout the day. Children behave exceptionally well because they know what is expected of them. Staff implement the clear rules and boundaries consistently, ensuring children receive positive praise and encouragement as staff recognise their efforts. For example, when the children help each other, or help to prepare snacks or tidy away the resources. Children have fun and enjoy their learning as they flourish in this environment because staff ensure the children benefit from a friendly, relaxed and nurturing atmosphere where they are able to try new things without the fear of failure. Children communicate excellently with adults and their peers. Staff assist them whenever possible, using pictorial aids and time lines as the children settle in and learn the daily routines. Children are curious and inquisitive, asking many questions to learn more. Staff respond exceptionally well, ensuring they answer the children's queries in a way they fully understand. Children competently use the computer, choosing programmes and controlling the mouse with ease. They learn about the wider world using an extensive range of resources on a day to day basis and through planned topics and themes about other cultures and festivals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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

There have been no complaints made to Ofsted since the last inspection.

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.