

Tops Day Nursery

Inspection report for early years provision

Unique reference number 509660
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Inspector Anne Mitchell / Tonia Chilcott

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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 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 at the Royal Bournemouth Hospital has been registered since March 2000. It is part of a chain of nurseries operating throughout the south region. It operates from nine rooms, in a two storey, purpose-built unit within the grounds of the hospital close to Bournemouth and Christchurch. Accessible toilet facilities are available on the ground floor. The nursery serves hospital staff, the local area and beyond. There is a secure area for outdoor play.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 124 children may attend at any-one time. There are currently 220 children on roll. Of these, 126 are in the early years age group, and 35 are in receipt of funding for early education. Children aged over-eight years also attend the after school and holiday play scheme provision when it is operating. The setting supports children for whom English is an additional language.

The nursery opens five days a week, all year round. Children can attend from 06:45 to 18:30. There is before and after school club. It offers sessions from 06:45 to 08:30, and 15:00 to 18:30 and a holiday play scheme running during the school holiday from 06:45 to 18:30. At the time of the inspection, the out of school facilities were not in operation.

The setting employs 32 staff who work directly with the children. Of these, 23 staff hold early years qualifications, and 12 staff are on training programmes. The setting liaises with other providers and schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making good progress towards the early learning goals and enjoy their time at the setting. Staff know the children well, following their home routines and planning play opportunities that meet their needs and encourage their interests. The setting demonstrates a good capacity to improve through secure monitoring procedures.

What steps need to be taken to improve provision further?

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

- improve staff deployment and the use of resources to ensure that preschool children remain involved and interested throughout the day, thereby enabling preschool staff to manage behaviour more consistently
- ensure there is adequate space for children who wish to rest or sleep, giving them scope for free movement and enabling easy access
- ensure that the full range of first aid resources are available throughout the setting.

The leadership and management of the early years provision

There are effective policies and procedures in place to support children's health and welfare and to inform parents of nursery practice. All adults working with children are suitable to do so because the provider has secure systems in place to recruit and vet staff. Staff demonstrate a commitment to continued training and this is well-supported by management. Consequently, outcomes for children are well-promoted and staff enjoy good opportunities for their professional and personal development.

Children choose from a broad range of resources and activities, promoting their independence from an early age. In most areas and most of the time, staff are deployed well and supervision and interaction is good. However, occasionally when staff are busy, deployment is less effective and impacts children's behaviour, particularly in the pre-school group.

Systems to monitor and assess the provision are effective. The provider has made significant improvements since the last inspection. Regular observations of day-to-day practice within all areas of the setting are completed by the manager, and areas for development inform regular action plans. Good practice is regularly shared and disseminated. Regular staff meetings provide opportunities for staff to share training they have attended. The views of parents and children are sought through discussion and through parental questionnaires.

The setting has developed strong relationships with parents and carers. They are happy with the level of care and education their children receive. Parents feel that they are able to share information effectively with staff to benefit their children's development, and any issues are promptly addressed. Parents with babies feel that staff are genuinely caring and the care their children receive feels 'personal' rather than merely professional. Parents are particularly happy that the nursery follows home routines, and respects parental wishes.

The systems to ensure children are safeguarded are successful. Staff are vigilant in ensuring that access to the building is secure and make sure that only authorised adults move freely around the setting. Staff at all levels of seniority have a good understanding of signs and symptoms of abuse and the procedures to follow. Consequently, children are well protected from harm and neglect.

The quality and standards of the early years provision

Children in all areas of the nursery are happy and settled, and demonstrate high levels of confidence and self-esteem. They relate well to staff and to other children. Adults promote children's emotional security through lots of cuddles and affection. Children's language and vocabulary is well-promoted through the consistently good interaction. Adults work with children on their level, allowing them to play independently to provide support as required. In the pre-school group, an older child sits quietly reading a book to a friend, turning the pages of the book appropriately as they point to the words. When reading with children,

staff make sure that children can see the pictures and words, reading slowly and clearly and asking children questions about what they think will happen next.

A wide variety of displays of children's arts and craft work and commercial posters are visible throughout the nursery, providing a stimulating learning environment for children of all ages. Younger children have space to crawl and walk, and older children enjoy well-defined areas in which to look at books, make marks and be creative.

Staff are skilled at extending children's learning, and make it fun. In the pre-school, staff help children to count how many spoonfuls of food children have eaten and use this to encourage them to finish. Children thoroughly enjoy learning about shapes. They sit in a group with an adult and talk about the shapes on the pictures. They identify the shapes correctly as squares, triangles, and circles. They shriek with laughter at the pictures of cars with square wheels as the adult pretends to be bumping because of the shape of the wheels. Children take turns to look at the cards and answer the adult's questions, using vocabulary well when describing the wheels on the car.

Toddlers use soft play equipment, climbing and balancing with increasing confidence. Babies and younger children enjoy lots of interaction, including positive gestures and facial expression to help their understanding. Children watch the older children in the garden through the low-level windows. A child laughs loudly and waves as he sees his older brother in the garden. Children enjoy regular, well-planned outings to local parks and the nearby lake. Staff extend children's learning effectively, talking about colours of the plates and counting the cutlery at lunch time.

Observations on each child are used to plan key activities. Children's interests determine future play plans. Records clearly show next steps for children's development. Staff know children well and know when they need challenges or additional support to help them progress.

Children's safety is effectively promoted. Older children learn to take responsibility for everyone's safety, conducting their own risk assessments in the garden. They consider their personal space during a 'Boxercise' activity. They make a space and punch the air with enthusiasm, taking care not to hurt one another. Staff working with babies and toddlers ensure that the floor remains free from hazards. Children of all ages can select toys and use furniture safely as it is at low-level and suited to their age range. All age groups learn about sun safety from an early age and are protected from the sun through regularly applied sun screen and using hats for outdoor play and outings.

Children's health is sufficiently promoted. They enjoy healthy snacks and well-balanced meals. Children have daily opportunities to enjoy fresh air and exercise in the garden or on local walks. Home routines are followed, so children enjoy consistent care. However, opportunities for two year olds to sleep peacefully are hampered by lack of space. Due to the limited space for the sleeping mats children have to walk over one another's mats and individual sheets. All children, including the babies, learn good hand hygiene habits. Older children wash their hands

independently before meals and staff, and staff help babies to do the same. Most staff throughout the setting hold current first aid certificates and first aid kits and cold compresses are in every room. However, at times, appropriate first aid equipment is not always available in the garden when needed.

Children's behaviour is good because staff use praise and encouragement consistently and are good role models. Staff use praise and encouragement throughout the session. Children of all ages enjoy lots of cuddles and acknowledgement when they behave well, are kind and helpful or achieve.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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