

# Tops Day Nursery

Inspection report for early years provision

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**Unique reference number** 144329  
**Inspection date** 04/09/2009  
**Inspector** Marie Thompson

**Setting address** 1 Carey Road, Wareham, Dorset, BH20 4AX

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**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Tops Day Nursery in Wareham, Dorset is one of a chain of ten nurseries, under private ownership. It opened in 2000 and operates from a converted residential property. Separate areas are used for children of different ages, with some communal areas in use, including a sensory room and outdoor play area. Children attend from the local area.

The nursery is registered on the Early Years Register to care for 47 children in the early years age group at any one time and is currently caring for 55 children who attend on both a full-time and part-time basis. It is also registered on the compulsory and voluntary parts of the Childcare Register to care for older children but currently has no children on roll. The nursery is open each weekday from 07.00 until 18.30 for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area. The nursery supports children with special educational needs, and those for whom English is an additional language.

The nursery employs nine staff, including a manager, who work directly with the children. Eight staff have an early years qualification to level 2 or 3. Additional members of staff are employed to support with domestic duties. The setting receives support and advice from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's uniqueness and individuality underpins this setting. Children are made to feel extremely welcome by a highly dedicated, inspirational team; consequently, children are extremely motivated learners and make excellent progress within the Early Years Foundation Stage (EYFS). High quality, well-organised documentation helps to ensure the efficient, smooth running of this setting. The partnership with parents and others is exceptional and ensures that all adults work together to support and meet children's individual needs. Future plans are ambitious, focussed and innovative to ensure all children experience high quality care and education. This approach leads to continuous improvement in the outcomes for children.

## 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 opportunities outdoors for differing ages of children

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

The nursery manager provides strong leadership to the staff team, who are well motivated and enthusiastic and work together closely to provide a welcoming, attractive environment where children's welfare, learning and development needs are effectively met. Excellent, detailed documentation and procedures are in place which meet all the EYFS regulation requirements. Secure recruitment and induction procedures ensure adults are knowledgeable and suitable to work with children. Regular staff meetings, planning meetings and discussions allow staff the opportunity to contribute ideas that support the smooth and efficient running of the nursery. Staff appraisals ensure ongoing suitability of all adults and help identify training needs. Staff can enrol on courses that lead to higher qualifications as well as courses on specific topics. Self-evaluation procedures encompass all practitioners' reflections and appraisal of the setting's strengths and areas for improvement. These systems have recently been expanded to include the views of all services users, including children and parents, in order to deliver and maintain a high quality service.

Children have access to an extensive range of good quality resources that offer exciting learning experiences for every child. Interaction is excellent and staff spend their time focussed on children's enjoyment and achievement. Staff use observations and assessments to identify achievements and the children's next steps in learning. They use this information to plan activities that cater for individuals. The use of open-ended questions and staff's ability to model thinking ensures all children make excellent progress and develop a positive attitude to learning. Children's emotional safety and well-being are protected because staff implement the Rainbow project taken from guidance from the national department for children, schools and families and adapted by local boroughs.

The resources reflect images of all people in our society and the majority are easy to access. This ensures children develop a positive attitude to diversity. The nursery have good links with DEED (Promoting global education in Dorset), and frequently borrow resources from them to support the learning within nursery. Children learn to respect others, within the nursery and in the wider world, through interesting topics and activities. Staff are excellent role models and, as a result, children are extremely polite and beautifully behaved.

All practitioners are committed to forging meaningful relationships with parents/carers and professionals. Practitioners develop imaginative ways of sharing information with parents/carers, such as photographic interpretations of the EYFS outcomes. Newsletters are emailed to those parents who have email facilities and communication with parents is extended through letters, on the telephone or in person. Parental involvement in the nursery is exceptional. The parent committee work together with the staff to organise fundraising and social events such as the car wash and a float for the carnival. Parents' views are valued enormously and they are encouraged to nominate staff members for the in house 'Above and Beyond the Call of duty' award which staff gain for particular good deeds that they perform. Parents' information in the foyer is exceptional and their comments are

welcomed at the parents' evenings, through the questionnaires and comments box. In addition, verbal feedback is used as well as written information in the form of a daily sheet.

Staff have an excellent understanding of their responsibility in safeguarding children. They know and follow the procedures if they have any concerns about a child in their care. Staff are committed to training and development to ensure that the children's needs are met at all times through a comprehensive bank of staff knowledge. These measures, coupled with practitioner's vigilance, ensure the children are safe at all times. Staff carry out regular risk assessments throughout the year, ensuring all areas, equipment and resources are safe. The manager is inspirational and enthusiastic about the nursery. She has tremendous passion and vision for the future development of the nursery, which results in a happy team, who work effectively together where children feel safe and secure in their environment and make outstanding progress towards the early learning goals.

## **The quality and standards of the early years provision and outcomes for children**

Children excel in the excellent care of the sensitive adults who clearly enjoy their relationships with children and their families. Children play in a stimulating environment where they are very happy and there is a happy buzz of activity throughout the nursery. Children's artwork is beautifully displayed around the nursery, showing how much they value individual achievement. Colourful posters and photographs make all areas of the nursery welcoming. They have access to an extensive range of good quality resources that offer exciting learning experiences for every child.

All the children have daily opportunities to be in the outside environment and free access has recently been introduced within the older rooms downstairs. The fixed climbing frame is challenging for all ages, teaching them what they can achieve, and safely exploring risks. Children chose to play on their own or with others at different times during the day. The staff are currently developing the outside play area to offer a range of interesting and stimulating activities for all ages. They have planted seeds to grow flowers and herbs, preparing the soil, sowing the seeds and observing them grow. In addition, the children have grown lettuces, mange tout, courgettes, runner beans and tomatoes. Children have had visits from local police and nurse and they have visited the local fire station where they were able to look around and go in the engine. Children frequently do cooking as part of the weekly activity and go to the supermarket to buy ingredients. They have enjoyed trips to Poole Park and Swanage as well as walks in the local community. Children enjoy a friendly atmosphere and have great fun taking part in the Christmas play, book weeks and learning about different countries such as Australia day.

All children have excellent opportunities to be creative. For example, babies enjoy hand painting and shaving foam play, relishing the sensation of the foam between their fingers. The staff have designed super sensory play areas for the children which have coloured lights, woven textured fabrics and stimulating treasure

baskets. Children use the local park and went to its re-launch where they met the Mayor who was opening the event. They use the local school's swimming pool and have good links with the teachers and staff of the school.

The children have the opportunity to discuss their learning through group activities and everyday play. The children within the nursery are aware that all children are individual and that some children need visual aids to help their learning, hence the staff have provided a visual timeline. Children feel safe because the staff offer lots of cuddles, praise and reassurance throughout the day. Children enjoy a fabulous menu of healthy, balanced meals and they are encouraged to serve their own meals each day. Snack and meal times are social occasions which the children obviously enjoy.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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