

Tops Day Nurseries

Inspection report for early years provision

Unique reference number EY402215
Inspection date 10/05/2010
Inspector Lilyanne Taylor

Setting address Isle of Wight College, Dodnor Lane, NEWPORT, Isle of Wight, PO30 5TA
Telephone number 01983550757
Email admin@topsdaynurseries.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tops Day Nursery registered in 2009. It is one of a chain of nurseries which are privately owned and managed by a limited company. The nursery operates from purpose built premises which are located on the campus of the Isle of Wight College in Newport, Isle of Wight. There is a fully enclosed outdoor play area.

The nursery is registered to care for a maximum of 61 children at any one time; all of whom may be in the early years age range. Currently there are 56 early years age group children on roll. Care can also be provided for children aged over five years. This provision is registered by Ofsted on the compulsory part of the Childcare Register. A total of 11 staff are employed to work with children; of these, nine hold a National Vocational Qualification at level 2, 3 or 4 and two are apprentices.

The operational hours of the nursery are Monday to Friday from 7.30am to 6.30pm all year round with the exception of Bank Holidays when they are closed. Children's hours of attendance are able to be flexible within these times.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children and their families are given a warm welcome and valued as individuals. Children are provided with a suitable range of activities and play experiences which ensure they have fun, enjoy their time and make satisfactory progress in their learning and development. Some policies and procedures worked to are not effectively implemented or carried out in practice and some records are not maintained as required. Systems in place for working in partnership with parents ensure all children's individual care needs are continuously supported. Although only recently registered, the management are already showing a commitment to ensuring the provision continually improves. For example, a higher fence currently being installed will improve the safety of children while they play outdoors.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that includes information on the date of review and any action taken following a review or incident (Documentation). 15/05/2010

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

- ensure risk assessments carried out on the premises cover anything with which a child may come into contact, paying particular attention to the

- accessibility children have of staples used in wall displays
- update the record of risk assessment to include any assessments of risks for outings and trips
- ensure strategies used for managing children's behaviour provide the opportunity for children to consider the consequences of their actions and to begin to gain an understanding of what is wrong and why
- ensure the systems in place for working in partnership with other Early Years Foundation Stage providers includes all providers children currently attend.

The effectiveness of leadership and management of the early years provision

Recruitment, vetting and induction procedures ensure children are only cared for by adults who have had their suitability to work with children confirmed. Staff have a clear understanding of their roles and responsibilities where abuse of a child is suspected. Should any allegations be made against a member of staff, procedures are in place to ensure children are fully safeguarded. Children are cared for by qualified staff. Regular appraisals carried out ensure staff's expertise is acknowledged and any future training needs are identified and acted upon.

A record of risk assessment for the premises indoors and outdoors is in place. However, this record is not updated to show the action that needs to be taken when new hazards are identified. This is a breach of welfare requirements. Staff are able to state the risks children may be exposed to while on outings, however, a record of these is not maintained.

The design of the premises and facilities within ensure children with restricted mobility are able to be accommodated. Overall, the organisation of the nursery supports all children to learn through their play. All rooms are equipped with a range of resources, which are in good working order and stored to enable children to independently select. Adult to children ratios are maintained in each area of the nursery and most of the time staff deployment ensures children gain the most learning from activities they engage in. For the majority of the time cleaning procedures are effectively implemented.

Management have a clear vision of how they wish to enhance the nursery. Although through self-evaluation they have not identified the areas for improvement from this inspection, their plans for the future are well targeted and will increase the range of experiences children have when playing outdoors. Funding that the nursery has secured is to be used to provide a safety surface for climbing apparatus, a decked and sensory area and a wider range of outdoor equipment.

Parents receive information about the operational procedures of the setting via a welcome pack, newsletters and information displayed on notice boards. Policies and procedures the nursery works to are available for parents to view. Parents have access to the procedures they should follow if they have any concerns and to details of how they can contact the regulatory body if they so wish. A record of complaints and how the nursery has dealt with them is kept. Staff discuss with

parents daily about the care their children have been provided and some aspects of the progress their children are making. In addition to this verbal exchange of information, parents of younger children also receive this information written on a daily report. Parents are able to view their children's individual learning journey records at any time and are encouraged to share information of any noticeable achievements they may have noticed their children have made at home.

Some children do attend other providers of the Early Years Foundation Stage. However, at this time the nursery has only established a partnership with some of the primary schools children will attend in September.

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

Information staff find out from parents ensures all children are appropriately supported to settle into their new environment. Staff observe children while they play. They use the information they gain alongside that which is obtained from parents to plan future activities in order to progress children's learning. Learning journey records show children are making sound progress in all areas of their learning and development through a wide range of activities.

Staff are not always deployed effectively to ensure spontaneous learning opportunities that arise from children's interests are capitalised on. For example, while children are tapping various materials outdoors to gain knowledge of the different sounds made, they stop to look at a spider they can see on the play house. They try to talk to staff about the web that has been made and at a distance a staff member attempts to count the legs the spider has. Children are not provided with any resources such as a magnifying glass or observation pot to enable them to further explore and investigate their findings. Staff ask them to leave the spider and continue with the sound activity.

All children gain a sense of belonging. Staff greet children at the door by name, and samples of their work and photographs displayed show activities they have been involved in. Children's awareness of some aspects of the world in which they live is raised through food tasting activities, talking about places they have been to on holiday, posters and wall displays.

Overall children's behaviour is good. In the main they share and take turns and learn how to respect resources when packing toys away. However, staff do not effectively address the unacceptable behaviour some children display. As a result, children are not always supported to gain an understanding of what is right, what is wrong and the reason why.

Children are becoming aware of some aspects of their own safety; they learn where to cross roads safely while on outings, know not to run in the nursery and they practise the procedures for evacuating the premises in the event of an emergency. However, the continued use of staples in wall displays which children are able to reach means children's safety is compromised.

Children benefit from being out in the fresh air each day. The outdoor area is used well as an extension of indoors and children enjoy playing in the sand, mark making with paints and chinks and watering the plants they are growing. They are able to develop their physical skills through a wide range of activities such as riding wheeled toys, crawling through tunnels and climbing small equipment. Outings to feed the ducks and walks around the local area are also regular activities that children enjoy.

Children are encouraged to follow a healthy diet and information available to parents provides suggestions for healthy snacks and lunch boxes. If they wish, parents can request that their children are provided with a healthy cooked lunch. These are prepared and cooked in the kitchens of the college. A menu displayed shows parents the meals their children will be provided with each day and the nursery ensures all dietary requirements are adhered to. Overall children are protected from the possibility of the spread of germs and/or infection; exclusion periods are in place for children who are sick and the majority of equipment used across all areas of the nursery is maintained in a hygienic condition. Toys are regularly cleaned and bedding used for babies is changed after each child's use. With guidance from staff, children are becoming aware of how to manage their own personal hygiene.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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 B: the Childcare Register

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

Met