



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY271409

DfES Number: 522138

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Bridget Copson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tops Day Nurseries
Setting Address Taunton and Somerset Hospital
Musgrove Park
Taunton
Somerset
TA1 5DA

REGISTERED PROVIDER DETAILS

Name Tops Day Nurseries 3528133

ORGANISATION DETAILS

Name Tops Day Nurseries
Address Unit 11
Central Business Park, Southcote Road
Bournemouth
Dorset
BH1 3SJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tops Day Nursery has been registered since 2003. It operates from a purpose built premises on the Taunton and Somerset Hospital site, Musgrove Park. The nursery is one of a chain of privately owned nurseries offering sessional as well as full day care. It serves staff from the hospital site, town and surrounding areas. The nursery is open week days from 07:00 to 18:00 all year round. A maximum of 122 children from birth to under 8 years may attend at any one time. The nursery accepts children up to the age of 11 years in the Out of School Club.

The two storey building offers separate units for five age groups each with its own toilet and where appropriate nappy changing facilities. There are three segregated outdoor play areas, a kitchen, laundry room, two offices and staff facilities.

The nursery currently has 120 children on roll. This includes 31 children aged 3 years and 4 children aged 4 years in receipt of funding.

The nursery employs 29 child care staff and a cook. The manager holds the B'tec Diploma in Nursery Nursing and the Advanced Diploma in Childcare and Education. The deputy holds the NVQ level 3 qualification. They are supported by 4 supervisors who all hold level 3 qualifications and 23 staff, 20 of whom either hold or are working towards a child care qualification. The nursery is a member of the National Day Nurseries Association Quality Assurance Scheme and Investors in People. The team receives support and guidance from the Early Years Partnership.

How good is the Day Care?

Tops Day Nursery offers good quality care for children.

The staff are clear of their individual roles and responsibilities within the nursery. However, the systems for monitoring their training and development are not effective for all staff. A high staff ratio allows individual care for baby routines and close support for children under three years. The five self contained units are warm and welcoming and designed to meet children's needs according to their stage of

development. The staff maintain a safe, secure environment and supervise children well without hindering their independence. Good health and hygiene is promoted well and children learn about personal hygiene. A health and safety representative ensures good standards are maintained consistently in all areas.

The children enjoy a good choice of play provision to support all ages and interests. Careful consideration is given to ensuring toys are easily accessible. Staff caring for children under three years plan interesting activities linked to the Birth to Three Matters framework through which they monitor progress closely. The key workers provide a calm environment for young babies to ensure consistency of care for children as they progress through all five units. In the out of school club children are encouraged to contribute, plan and organise activities according to their interests. Children are happy, settled and developing good early independence. Staff interact with interest and enthusiasm, offering lots of encouragement and praise to promote positive attitudes. They do not however, manage behaviour consistently in all units. There are effective systems in place for meeting children's individual needs.

The parents are provided with comprehensive information on all areas of the provision and encouraged to get involved. They are kept up to date regarding their child's progress and well being, including daily reports for babies. Documentation is well organised and kept confidential.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff caring for children under three years plan interesting activities linked to the Birth to Three Matters framework through which they monitor their progress closely.
- Staff provide a calm, consistent environment for young babies and a key worker system to ensure consistency of care as they progress through all five units.
- Staff create a warm and welcoming environment within the self contained units which are designed to meet children's needs according to their stage of development.
- The staff have a good understanding of promoting health and safety with the nursery representative ensuring good standards are maintained consistently in all areas.
- There are effective systems in place for meeting children's individual needs and to ensure the care routines of babies are closely met.
- The parents are provided with comprehensive information on all areas of the provision and kept to date regarding their child's progress and well being.

What needs to be improved?

- systems for monitoring and evaluating staff training and development
- consistency of children's behaviour management.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Improve systems for monitoring and evaluating training and development to ensure they are effective for all staff.
11	Ensure staff's management of children's behaviour is consistent throughout all units.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Tops Day Nursery offers good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff use space and resources to provide a variety of structured and free play activities, allowing the children to make choices about their play and learning. Staff relate to the children well, they interact with them with enthusiasm and enjoyment but there are some inconsistencies in the management of children's behaviour. Some staff have a limited knowledge and understanding of the stepping stones within the Foundation Stage and planning is not always effective. Staff make detailed observations and assessments of the children but these are not always used effectively to ensure individual progress is being made in all areas.

Partnerships with parents are generally good. Parents are provided with detailed information about the setting including policies and procedures. Parents are given opportunities to discuss children's observations and assessment records with staff, however the information contained in these is sometimes sparse. Parents are encouraged to share information about their children and to be involved in their children's learning by contributing to topics and themes.

Leadership and management is generally good. Staff work well together as a team. Management and staff communicate well and share information. However the evaluation of the effectiveness of the nursery education is limited. Systems for monitoring staff training and development needs in order to plan and provide activities in line with the Foundation Stage are not effective for all staff. The nursery has established links with the advisors within the Early Years Partnership.

What is being done well?

- Children are developing self confidence and self esteem. They are able to make choices about their play.
- Children are developing creatively, their individual artistic flair and imagination are being nurtured. They use their imagination well during role play and games, acting out real life experiences in the home corner.
- Children are developing an appreciation of books for stories, and they regularly choose books to read as individuals or share with adults and peers. They know how to handle books carefully and correctly.
- Children's physical development is very good. They are offered regular opportunities for outdoor play and show confidence when using large scale equipment. Staff encourage children to use tools and equipment correctly and safely.

What needs to be improved?

- staff knowledge and understanding of the Foundation Stage
- planning and provision of activities in line with the stepping stones
- opportunities to explore and investigate the natural world and use ICT resources
- children's written assessments and use of assessments to inform planning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's social skills are developing, they seek others to share experiences and early friendships are being formed. They are developing self confidence and make choices about their play. They show independence and can do things for themselves like pour their own drinks, put on their coats and ask for help as needed. Children are generally well behaved but at times do not respond positively to instructions from staff and some children become restless during large group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to speak in familiar groups, they use language to communicate and negotiate during their play. They show an appreciation for books and they often choose books to read and share with others, they handle books carefully and correctly. Children are able to recognise their written name and many are able to write their name, but they do not often choose to write or mark make during freeplay sessions. They know the letters of the alphabet and letter sounds within their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an understanding of shape and size, they use this knowledge to estimate the length and size of building bricks needed to complete models, also when completing jigsaw puzzles. Children can count to 10 and some beyond, they are able to recognise numbers in their digit form when setting the date. However, children have few opportunities to develop their understanding of calculation and number problems in their practical play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children build and construct with a variety of materials and media like building blocks and junk modelling. Through topics children are developing an understanding and respect for the different cultures and beliefs of others. However they have few opportunities to explore and investigate using their senses as appropriate, or to develop an understanding of the natural environment around them. ICT is not incorporated into the timetable and the available resources are not used.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around with confidence and coordination, they show an awareness of others both inside and during outdoor play. They have daily opportunities for physical play where they ride bikes, run, walk, climb and balance. Children are developing their skills using a range of tools and equipment. They handle pencils, scissors, glue spreaders and paintbrushes with control and dexterity. Staff encourage children to use these correctly and safely, offering appropriate support as necessary.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use imagination well in role play and games to act out real life experiences like mothers looking after their babies. Children are offered opportunities to be creative in art and craft activities. They are encouraged to develop their own artistic imagination and creativity through art and craft activities, all art and craft work is individual. Although there are few opportunities for the children to express and communicate their ideas using all their senses.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop and improve staff's knowledge and understanding of the Foundation Stage
- improve the planning of activities for all areas of learning, to take account of children's assessments and the stepping stones, so that children's individual learning needs are met
- provide more opportunities for children to explore and investigate the natural world and use the ICT resources available.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.