

Tops Day Nurseries

Inspection report for early years provision

Unique reference number EY344955
Inspection date 26/01/2011
Inspector Dinah Round/Brenda Flewitt

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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 Nursery and out of school club opened in 2006. It is part of a large chain within the south region and operates from six rooms in a building originally built as church meeting rooms in Boscombe, Bournemouth. Upstairs is used for children under two and the after-school and holiday club, while children over two are situated downstairs. There is an outside play area and the setting has sole use of the premises. There are ramps at the front and back enabling easy access at the entrance and into the garden.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 108 children under eight years and there are currently 140 children on roll. It provides funded early education for children aged two, three and four years. The nursery opens Monday to Friday all year round, from 7am until 6.30pm. The after school club opens at 3pm during school term times and the holiday club operates for children aged five to eight years for full days during school holidays. The nursery supports children who have special educational needs and/or disabilities and welcomes children who speak English as an additional language. Children attend for a variety of sessions.

There are 15 staff who work directly with the children and of these, 13 have early years qualifications and the other two are currently training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the welcoming and child-oriented environment. Staff take positive steps to ensure children's individual needs are met and that they are included equally throughout the provision. The broad range of interesting and stimulating play opportunities means that children are making good progress in most areas of learning. Overall, children's welfare is promoted well, they benefit from the excellent partnerships developed with parents to support their individual needs. The nursery has effective systems in place to evaluate their practice and continue to reflect on ways to enhance the learning outcomes for children.

What steps need to be taken to improve provision further?

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

- improve systems to obtain, record and act on information from parents about younger children's food and dietary needs, so that they are consistently maintained
- review the outdoor play experiences and mark-making opportunities provided

for younger children, so that they are geared to their ages and stages of development

- increase opportunities for children to use mathematical language and skills within their play and everyday activities and routines.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted. Policies, procedures and records are well organised and updated frequently to support the provision and to meet children's needs. Clear recruitment and vetting procedures are followed to check that staff are suitable and have appropriate qualifications to work with children.

Comprehensive risk assessments alongside some ongoing checks make sure that risks to children are identified and minimised so children can move around freely and safely. Effective security measures are in place to ensure that children can not leave the premises unsupervised. There is a detailed safeguarding policy in place. Staff have a secure understanding of the signs and symptoms of child abuse and procedures to follow if they have any concerns about a child in their care. This contributes towards the safeguarding of children.

The play environment is thoughtfully planned and provides separate areas for the different ages of children. Resources are clean, well maintained and age appropriate. Children's independence is promoted extremely well, they are able to follow their interests and make their own choices from the easily accessible play equipment and materials. The outside area is well resourced to provide fun and stimulating learning opportunities, although these are mostly geared towards the older children. Staff are clear of their roles and responsibilities and work together well as a team to maintain the smooth running of the sessions. There is a clear focus on continual staff training to help staff develop and update their knowledge and skills, for example, an annual 'Tops' conference in 2010 was based on 'Health and Well-being'. The nursery continues to evaluate and reflect on areas for improvement and seek parents' views through questionnaires. Since the last inspection positive steps have been taken to address the actions. A new policy is now in place to ensure that no person is allowed to start employment in the nursery until Criminal Record Bureau clearance has been carried out.

Partnership with parents is excellent, which helps staff support children's individual needs and provides continuity for children. Settling-in sessions are tailored to children's individual needs, and information provided by parents relating to children's routines and the language spoken at home successfully supports their transition from home to the nursery. This contributes towards children feeling settled and secure. Effective systems are in place to share information with parents about each child's care and well-being, through the daily informal discussions and written daily record sheets. Parents have regular opportunities to view children's individual learning journey folders, which keep them informed of their child's progress and achievements. Parents receive extensive information about the provision through the nursery information pack, display boards, regular newsletters and the comprehensive nursery website. Parents are actively encouraged to get involved in their child's learning and feel they are kept well-informed about the

care provided. Strong partnerships are established with other settings children attend and other agencies supporting children. This ensures that information is regularly shared and used to promote continuity for children's care and well-being.

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

Children are happy, settled and secure. They are confident to make their needs known, as they can be sure of a friendly response. They develop a good sense of belonging, as they see their artwork and photos of themselves displayed around the environment. Staff know children well and ensure that each child is valued and included. Children benefit from the ongoing support and encouragement they receive from staff, which helps them make good progress in their learning and development. Detailed observational assessments are regularly completed to effectively monitor children's progress and achievements. These are used successfully alongside children's individual interests to plan for each child's future learning. Children behave well. They know what is expected through familiar routines and explanations. Staff are skilful in helping children to understand the consequences of their behaviour, and promote 'kind hands'.

Children develop good independence in practical skills. For example, they gain increasing competence in using tools and equipment at meal times as they serve, prepare and eat food they have selected. Children use an extensive range of resources that are readily available, so that they can make spontaneous choices to extend their own play and learning. They use their senses to explore and investigate a wealth of objects and materials. For example, younger children have fun splashing their hands in the water, and a two-year-old enjoys showing items in a 'treasure basket', encouraging others to feel pieces of fabric. Most children use language well to communicate their needs and some are confident to initiate conversations with adults and peers. The younger children have fun as they join in nursery rhymes such as 'row, row, your boat', happily clapping when they finish. Older children can easily access mark-making materials to practise writing skills and express their ideas, although, activities provided for younger children to explore mark-making are not always geared to their ages and stage of development. Children enjoy number songs, and explore shapes in various ways, both through planned activities and self-initiated play. However, they do not regularly use mathematical language or solve problems during their play or everyday activities and routines. Children enjoy regular outings to places of interest, such as visits to Hengistbury Head and trips to the shops to buy food for the nursery animals. This raises their awareness about their local environment.

Children's health and safety is well supported. The nursery follows the 'Healthy Early Years' scheme with a focus to provide a healthy environment for children. Children's physical development is fostered well, the younger children are encouraged to move around and explore safely and older children follow the 'leap into life' scheme with different physical activities. Children enjoy sociable meal times; they benefit from healthy choices of snacks of fresh fruit and nutritious freshly cooked hot meals delivered to the premises. Parents have the option to

provide children's own food, however, measures to ensure that staff clearly obtain and record information about younger children's dietary needs through the labeling of their individual food provided is not consistently maintained. Children learn about aspects of their own safety. They understand how to move around and use equipment safely within the nursery. Children develop an awareness of safe routines for crossing roads through purposeful role play and discussion. Staff promote children's right to be safe by empowering them with confidence to 'say no' in certain situations.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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