

Tops Day Nurseries

Inspection report for early years provision

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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 has been registered since 2003. It operates from a purpose built two storey premises on the Taunton and Somerset Hospital site, Musgrove Park, Taunton. The first floor is accessed by a flight of stairs or a lift. The nursery is one of a chain of privately owned nurseries. It serves staff from the hospital site, town and surrounding areas. Children are accommodated in five rooms, with the pre-school and Mini Beasts play club operating from the first floor. The nursery is open each weekday from 6.45am to 6pm, all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 122 children may attend the nursery at any one time, of whom 89 may be in the early years age range. There are currently 207 children under the age of eight on roll, of whom 151 are in the early years age range. The Mini Beasts play club takes children up to the age of 11 years. The nursery provides funded early education for three and four-year-old children. Several children attend who learn English as an additional language.

The nursery employs 26 members of staff, the majority of whom hold, or are working towards, appropriate early years qualifications. The manager holds an early years degree, and there are two members of staff qualified to level 4. The nursery is a member of the National Day Nurseries Association Quality Assurance Scheme and Investors in People.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in safe and secure premises where most children's needs are met effectively. Children are involved in a good range of activities that help them learn through play, and overall, make good progress. The excellent partnership with parents means that their views are valued and they are fully included in their child's development. There are consistent self-evaluation systems, which help identify areas for development, and staff are committed to increasing their knowledge through training to improve children's experiences.

What steps need to be taken to improve provision further?

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

- review sleep arrangements for children in the one to two-year-old room, so that all children's needs are fully met
- improve the organisation in the pre-school room to reduce noise levels so that children can consistently focus well on their activities
- enhance opportunities for children who learn better outside by developing the

outside spaces to fully promote all areas of learning.

The effectiveness of leadership and management of the early years provision

Staff work well together as a team. They communicate effectively, which results in the days running smoothly, so children know what to expect and feel secure. Staff implement clear policies and procedures to promote children's welfare and safety. Staff have a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse, and their responsibilities in following procedures if there are concerns. Staff knowledge is kept up to date through regular discussion at team meetings, and existing injuries are recorded as routine. All this helps to protect children from harm. There are robust recruitment procedures for checking that staff are suitable to work with children. Detailed induction leads to staff being sure about their roles and responsibilities. Staff carry out comprehensive risk assessments and daily checks to ensure that children play in a safe environment, both inside and out. All records are well organised, completed clearly and regularly monitored to identify any further action needed.

Children use a good supply of resources that is generally well organised so that they can make independent choices. The storage arrangements for books do not always encourage children to select from and enjoy a full range. Effective staff deployment means that children are safe and supported well in their activities. Staff know children well which, overall, enables them to meet individual needs. However, the routine for enabling young children to sleep in the one to two-year-old room is not always effective, for example, when a child needs to sleep in the morning while others are playing. Children develop an open attitude to people's differences as they access a good range of toys and equipment that reflect diversity. Children's family language and traditions are acknowledged and celebrated, which promotes their positive self-identity.

Staff promote excellent partnerships with parents. Parents are supplied with a wealth of information about the nursery in the form of displays, regular newsletters, a website and specialised information evenings. There are daily opportunities for sharing information in order to meet individual needs. Parents are fully included in their child's assessment and planning for their progress. Staff establish good links with other settings that children attend who deliver the Early Years Foundation stage, to exchange information to support their development.

The recommendations set at the last inspection have been addressed, which has improved aspects of children's health and enjoyment. There are clear systems for self-evaluation, which identify areas for development, which include staff and views from parents. Staff consistently reflect on the continuous provision, and make changes to benefit children's experiences. Staff continue to attend training to improve their knowledge in supporting children's development.

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

Overall, children are happy, settled and secure. Young babies develop trusting relationships with the adults who work with them, as their individual routines are respected. Staff implement a good transition system as children transfer to the next age group, which helps them adjust to the significant differences in the environment. Children throughout the nursery grow a strong sense of belonging as they see photos of themselves displayed and are made to feel special on their birthdays. Two-year-olds enjoy playing 'snap' with pictures of members of the group, where they identify and name their friends. Overall, children behave well. They know what to expect through familiar routines. Young children learn to take turns and share equipment, older children respond well to tasks of responsibility. For example, helping to prepare equipment for lunch time. Staff encourage children to display good manners. All children receive praise and encouragement for effort and achievement, which helps boost their self-esteem. Children develop independence in practical skills, such as serving their own food and pouring drinks.

Children are involved in a good range of activities over time that promotes learning through play. Young children use their senses to explore and investigate a wide variety of materials during messy play. For example, toddlers like to squeeze, press, and splat a mixture of semolina and rice. Staff plan according to children's interests and learning priorities, and there is a good balance of adult-led and self-chosen experiences. However, in the pre-school room the environment is sometimes noisy, which can make it difficult for children to focus well on their self-chosen activities. Adult-led sessions in small groups encourage children to listen, speak confidently and develop an understanding of the world around them. Throughout the nursery, staff encourage children to use a sign language, which enables all children to communicate their needs effectively. Mark-making materials are readily available in all rooms, but are not always offered in the outdoor areas, to encourage creative and literacy skills for those who learn better outside. Children develop a sense of number and problem solving through play and everyday activities. They sing songs, play games and hear staff count how many children are in the group. For example, children count chairs to see if there are enough for everyone at lunch time. Staff implement a consistent observation, assessment and planning system, which values parents' input, to identify children's next steps. Therefore, overall, children make good progress in their learning and development.

Children enjoy a healthy lifestyle. Young children are cared for in a hygienic environment, for example, outdoor shoes are discouraged in the baby room. Children learn good procedures for their own personal hygiene, and have daily opportunities for fresh air and exercise. Children learn to make healthy choices about what they eat, as they are offered nutritious options for snack, and a hot lunch freshly cooked on the premises. From a young age they start to take responsibility for their own portion control as they serve their own food. Children learn about aspects of their own safety as they understand how to move around respecting others, and use equipment safely. For example, pre-school children

sometimes use real tools for woodwork activities.

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	2
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