

Tops Day Nurseries

Inspection report for early years provision

Unique reference number 156231
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Inspector Dinah Round

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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 opened in 2001, and is one of a chain of privately owned nurseries. It is privately owned and operates from two floors of converted premises approximately one mile from the centre of Wimborne, in Dorset. Children are accommodated in several rooms, with the pre-school and Mini Beasts club operating from the first floor. The nursery is open each week day from 7:30am until 6:00pm all year round including Bank Holidays.

The nursery is registered on the Early Years Register. A maximum of 98 children may attend at any one time. There are currently 87 children aged in the early years group on roll, some in part-time places. The nursery provides funded early education for children aged three and four years. The nursery is also registered on Childcare Register and provides care for children up the age of 11 years. The Mini Beasts club operates before and after school care, and during holidays.

The nursery employs 18 members of staff, of whom 14 hold appropriate early years qualifications to at least level 2. The rest of staff are training towards a early years qualifications.

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 their individual needs are effectively met, staff take positive steps to make sure they are valued and included. Overall, children are provided with interesting and stimulating play activities, which help them make good progress in most areas of learning. Children's welfare is promoted well, they benefit from the excellent partnerships developed with parents to support their individual needs. The nursery has consistent systems in place to evaluate their practice and continue to reflect on ways to improve 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 staff consistency in offering children appropriate challenges, so activities and learning experiences are geared to their individual stage of development
- develop further younger children's communication and language skills.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety is effectively promoted. Policies, procedures and records are well organised and used successfully to support children's individual needs. Good security measures are followed to make sure that children can not leave the premises unsupervised. There are robust recruitment and vetting procedures for checking that staff are suitable to work with children. Staff have a secure understanding of the signs and symptoms of child abuse and their responsibilities in following procedures if they have any concerns about a child in their care. Staff knowledge has been updated through a recent training event on safeguarding organised for all staff members. This contributes towards the safeguarding of children. Comprehensive risk assessments alongside ongoing daily checks help to identify and minimise risks to children, so they can play in a safe environment.

Space is well planned to provide separate areas for the different ages of children. Children are able to make independent choices about their play from the board range of clean, age appropriate resources. Children benefit from regular access to a well resourced outdoor play area, which enhances their learning and enjoyment by enabling children to explore and investigate in a natural environment. Staff work together well as a team. They are clear of their roles and responsibilities, and communicate effectively to help support the smooth running of the nursery. Staff are supported in attending training to continue to improve their knowledge and skills, and use this to develop the learning experiences offered to children. For example, additional resources and activities have been provided in the outdoor area in recognition that boys sometimes need different challenges. Since the last inspection positive steps have been taken to address the previous recommendations, so children's progress is monitored successfully. There is a strong focus on continuous improvement by the management and staff, with effective systems in place to evaluate and reflect on areas for development to benefit children. The nursery actively seeks parent's views through annual questionnaires and suggestions are valued to further develop the provision. For example, menus have recently been updated in response to parents wishes for more variety.

Staff promote excellent partnership with parents. Parents are supplied with a wealth of information about the nursery, through displays, regular newsletters, and the comprehensive nursery website. Settling-in sessions are tailored to children's individual needs, and information provided by parents relating to children's routines is used by staff to support children's transition from home to the nursery. Parents feel they are kept well informed about their child care and development, through informal discussions and written daily record sheets. Parents are actively encouraged to get involved in their child's learning; they view the individual learning journey folders and make comments to help support their child's progress. Good links are established with other settings that children attend who deliver the Early Years Foundation Stage. This provides a regular exchange of information to promote continuity for children's care and well-being. Staff link effectively with schools to ensure that children's transition is smooth. Children who have started

school enjoy returning to a familiar environment and friendly faces after a school day.

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

Overall, children are happy, settled and secure. Staff know them well as individuals enabling them to meet their needs well; they follow younger children's individual routines to help them feel comfortable. Staff offer cuddles and reassurance for newer and less confident children to support their settling-in process. 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. Overall staff interaction is effective in supporting children's good progress in their learning, using questioning and encouraging children to think and solve problems. However, adults are not always consistent in extending children's knowledge, such as activities to introduce counting with younger children, or on the occasions when children are exploring and investigating spontaneously. 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.

Pre-school children are confident learners. They enjoy a good balance of adult-led and self-chosen activities. They enjoy well-established friendships, playing well together in pairs, small groups and independently. Children behave well. They know what is expected through familiar routines and explanations and are supported in learning to share and take turns. Older children respond well to tasks of responsibility, such as helping to prepare food for snack time. They serve their own food and drinks at lunch time, which means that children make their own choices in what they eat. Pre-school children use language well to make their needs known and organise their play. They enjoy stories in small groups, listening well and enthusiastically joining in, suggesting ideas and sharing their knowledge. Staff show an interest in the younger children's play, however, opportunities to fully promote younger children's language and communication are not always maximised. Children are involved in solving problems through everyday activities such as counting cups and plates when preparing snack. Well thought out adult-led activities encourage children to think and predict. For example, children delight in experimenting with coloured water to find out whether objects from around the room will float or sink. Children develop a strong sense of being part of a community. Pre-school children enjoy a good range of visits that enhance their learning and promote a positive attitude to people's differences. For example, small groups of children regularly visit a local care home where the different generations enjoy each other's company. All children use their senses well to explore, through access to a sensory room and using a variety of mediums, such as paint, sand, water, dough and experimenting mixing coloured water to porridge oats.

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. The

nursery liaises closely with parents to ensure that any individual dietary needs are followed so children remain healthy, and any children's food provided by parents is clearly labelled and stored in children's individual baskets. All children benefit from having daily opportunities for fresh air and exercise. Children learn about aspects of their own safety as they understand how to move around and use equipment safely within the nursery. They take part in regular fire drills so they learn what to do in an emergency situation. Visitors from the community, such as the fire brigade and the police help to raise children's awareness of safety and people who help them.

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