

Top Tots Daycare

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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.

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

Top Tots Daycare is one of three nurseries owned by The Priory Day Care Limited and was registered in March 2004. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery was registered in March 2004 and operates from a fully refurbished building in the grounds of South Bank Primary School in Middlesbrough. The nursery is registered to provide full day care for up to 63 children under eight years at any one time. However, children may attend on a full-time and part-time basis for part of the day also. Out of school care is also offered for up to 16 children aged from four to under eight years. The provision serves both the local and wider community as children from other schools can be collected and brought to the nursery.

The nursery is open each weekday from 7.30am to 6pm all year round. Children are cared for in two main rooms, the largest one of which is partially divided to accommodate two age groups. The third is a playgroup room offering two hour drop off sessions for children aged over two years. Playgroup session times are 9.15am to 11.15am and 12.30pm to 2.30pm Monday to Friday. All children share access to an enclosed outdoor play area. There are currently 46 children on roll aged from eight months to seven years. There are 18 children are on roll for out of school and holiday care.

There are three full-time and four part-time members of staff employed to work directly with the children and additional staff from the providers' other nurseries are also available to cover ratios if required. Staff are appropriately qualified and the manager and deputy manager are currently studying a foundation degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the setting and are cared for by experienced, caring practitioners who recognise the uniqueness of each child. Mainly appropriate systems are in place to ensure children are protected and feel safe both in and out of the setting. Effective partnerships with parents and other agencies help to meet children's needs. In the main staff provide a satisfactory range of experiences and resources that contribute to individual children's learning and development. Systems for self-evaluation and improvement have been identified as areas for development within the setting.

What steps need to be taken to improve provision further?

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

- ensure there is a practitioner designated to take lead responsibility for safeguarding children within the

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setting and for liaising with local statutory children's services agencies as appropriate, they must also attend a child protection training course.(Safeguarding and promoting children's welfare)

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

- develop self-evaluation procedures to identify areas to improve outcomes for children and staff
- carry out regular fire drills and record details of any problems encountered
- identify the right moment for practitioners to intervene and move children's learning on
- develop progress records to ensure all staff identify and respond quickly to children's learning and development needs.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems are in place to ensure that children are cared for by suitable and qualified staff. Risk assessments ensure children's safety both in and out of the premises, and daily safety and fire risk checks maintain a safe environment for adults and children. However, fire evacuation drills have not been carried out since new managers came into post, which could result in staff being unaware of procedures to follow. A comprehensive range of policies and procedures are in place and adequately implemented. However, there is not a trained named person designated to take lead responsibility for safeguarding children within the setting at all times and this is impacting on staff's understanding of safeguarding procedures and has implications for children should appropriate action not be taken.

Staff are experienced and have good knowledge about the Early Years Foundation Stage and the importance of observations, assessments and planning in order to support children in their learning. Parents' wishes are respected and staff work with them to meet children's needs. For example, staff work with parents to wean their children, while ensuring the children do not become distressed. The environment is bright, welcoming, organised and accessible to all children. Furniture and equipment are safe, clean and appropriate to the age and development stage of the children. There is a range of toys and resources that children confidently access themselves. The setting promotes free flow access to the outdoor area for all children and in all weathers. Additionally they share the Sure Start Centre's outdoor area whenever it is available allowing further opportunities for exploration and physical development.

Parents and carers say they appreciate how friendly and welcoming the staff are and how well they care for their children. They feel they can go to staff for advice and support and they value the information they receive about their children's time in the setting. Staff share information with parents using daily record books, detailing information, such as sleeps, food and drink and activities. Parents also

receive verbal feedback at the end of each day, regarding their children's care, welfare and learning. There is an informative pack about the setting and the full range of policies and procedures are available for parents to read. Notice boards display information on planning, nursery events and staff photographs and details. Parents are invited to contribute to children's development records, with space to comment on observations of their children's activities. The setting has good links with the local schools and provides wraparound care and a drop off and collection service for children accessing their early education in nearby primary schools. Close links with schools ensure a smooth transition and staff are currently developing relationships to improve the transition for children and their families into reception class

The setting is inclusive and welcomes all children and families. Signs are displayed in different languages and resources created to help all children to settle in and feel valued. A nominated person liaises with external agencies to support a child as necessary. Children are happy and secure and given equal access to resources and activities. An effective equal opportunities policy supports the staff and ensures that the individual needs of all children are met and that all children are included fully in the life of the setting.

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

Children enjoy their time at the setting and staff provide a safe, caring and stimulating environment. Children and babies develop trusting relationships with staff who they happily seek out for comfort and support. Staff encourage independence whilst allowing the children to develop skills for the future. For example, at meal times toddlers are supervised well with knives and forks, older children serve themselves using potato scoops and tongs, and all children are encouraged to use the bathroom and wash their hands themselves.

Children access and enjoy a broad range of activities, such as stories, mark making, construction and role play which offer opportunities to develop skills in problem solving and essential life skills. Outdoor water play with drainpipes, crates and cups, gives children good opportunities to work together and communicate to solve problems. Creative play in the under two area offers sensory experiences as the children choose textured collage materials to glue to paper. An area has been set up for a child who has an interest in builders with tools and a tools box, hard hats and a light. This shows the staff know their key children and are using their interests to promote learning. During story time staff ask questions about the story and relate it to the children and their homes. Children are engaged throughout the story and show good levels of concentration. They sit happily and chat to each other as they play on the computer and are happy to take turns. Snack and meal times are very social times. Staff join the children at the tables and create a calm environment that promotes conversation and discussions and allows the quieter and younger children the opportunity to join in.

Children's health, safety and well-being are paramount. Healthy food cooked in the setting and choices of snacks and drinks mean children are making healthy

choices, this together with the free flow indoor outdoor play contributes to their understanding of healthy lifestyles. Children are able to use tools, such as scissors and to move around the setting safely because staff teach the children safety aspects and respect. Children follow routines well and are confident and independent. For example, the older children go off to wash their hands after using the bathroom and before meals without prompting from staff.

Children generally make good progress during their time in the setting but there are some missed opportunities to move children's learning on. For example when children find a worm outside staff do not use the opportunity to extend learning by asking the children questions to promote thinking. Planning reflects individual children's needs and interests and the learning environment is organised and well-resourced. Assessment procedures and information from parents determine children's starting points and staff generally monitor progress to identify any concerns or delays and refer appropriately.

Children behave very well in the setting because staff give clear explanations and set appropriate boundaries. Staff treat children with respect, use manners at all times and listen to the children which makes the children feel valued and boosts their self-esteem. Staff help children to feel safe and secure, the weakness in safeguarding has the potential to effect their well-being, although there is no evidence of this to date. Names and images of the children around the nursery and on displays help them to feel more secure. All children have their name and photograph on their coat pegs and older children have their own drawer. Life size photographs of the staff help younger children to recognise key people. Children are developing a respect for themselves and others because staff make good use of books, resources, displays and activities to promote diversity.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	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	3
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