

# Tops Day Nurseries

Royal Hampshire County Hospital, Romsey Road, Winchester, Hampshire, SO22 5DG

<b>Inspection date</b>	25/09/2012
Previous inspection date	11/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children arrive happily and settle into the daily routines well. They show curiosity and imagination in their play.
- Babies enjoy good adult interaction and a bright child friendly environment for them to play and learn.
- Children's safety is effectively promoted through the implementation of robust safeguarding procedures.

### It is not yet good because

- Aspects of the indoor learning environment do not provide children with a good enough range of stimulating and exciting resources to enable them to make independent choices to extend their play and learning.
- Staff's observation, and their knowledge and understanding of children's learning and development is not consistent throughout the nursery
- The systems in place for observation and assessment of children's progress is newly established and does not show the knowledge, skills and understanding children have gained since starting at the setting.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment
- The inspector held meetings with the deputy manager and the area manager
- The inspector looked at a sample of children's assessment and planning documentation
- The inspector took account of the views of parents spoken to on the day

## Inspector

Alison Large

## Full Report

### Information about the setting

Tops Day Nursery is one of a chain of company owned nurseries and registered in 2003. It operates from a purpose built, two-storey building, in the grounds of the Royal Hampshire County Hospital, Winchester. The nursery is on a hill and both levels are easily accessible from the road. The nursery provides care for children from the local community and a wider catchment area. The nursery is registered on the Early Years Register. The setting is open each weekday from 6.00am to 8.00pm subject to demand all year round, including bank holidays.

There are currently 83 children in the early year's age group on roll. The nursery is able to support children with special educational and/or disabilities and also support children who speak English as an additional language. The organisation employs 17 members of staff in this nursery. Of these, 14 hold an early years qualification to National Vocational at level 2 or above, two are working towards a level 2 qualification and one is the nursery administrator.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop the educational programme in all areas by providing stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways, making sure resources are relevant to children's interests. Plan first hand experiences and challenges appropriate to the development of the children.
- develop the requirements for assessment by observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

#### **To further improve the quality of the early years provision the provider should:**

- improve the provider's responsibility to ensure the consistency of staff observation, knowledge and effectiveness of monitoring and reviewing the educational programmes to ensure that they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interest of children

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children arrive happily at the nursery and settle well. The planning of activities covers the seven areas of learning, but do always not provide adequate interest and challenge for children. The staff's knowledge and understanding of children's learning and developmental needs is not consistent throughout the nursery. At times, less experienced staff are less observant of children's needs. Consequently, not all areas are effectively resourced to enable children to make spontaneous and independent choices to extend their own play and learning.

Babies are well-occupied and have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. Staff help them to climb and practise a range of movements in safety. Opportunities to be outside developing physical skills and understanding of the

world are fostered through regular use of the nursery outside play area.

The ongoing building works happening around the nursery give children opportunities to watch the construction with enjoyment and interest. They extend their vocabulary by talking about the crane, the dumper trucks and the buildings being built. The children showed great excitement watching the man climb up to the tower of the very tall crane, especially when he stopped to wave to them.

Children's independence is promoted. They are developing skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. Some staff know how their key children are progressing, while others are less informed. The provider has instigated new systems to monitor children's progress. At the moment, children's assessment records do not contain previous information on children's starting points and progress, or sufficient detail to show what stage each child is at in their learning and development. This means that until the new system is up and running staff's knowledge of each child's development is inconsistent.

### **The contribution of the early years provision to the well-being of children**

The key person system helps children to settle and form secure emotional attachments. Babies routines are discussed with parents when the child starts and at regular intervals to help staff to ensure their changing needs are met. Babies are well supported by staff and as they progress into the older age group they become confident in the daily routines. Children generally behave well and form positive relationships with each other and staff. They are learning to share and take turns and interact well together. Children understand what is expected of them and become confident. They are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and there are thorough records of accidents and any medication administered. Children's personal needs are met promptly, most of the time.

The nursery provides a good variety of healthy and nutritious meals and snacks and children benefit from the carefully balanced menu offered. The nursery provides a variety of play resources in each of the areas of the nursery, however the selection is limited and they do not fully support children's all round development. Staff help the children to have a smooth transition as they progress to the older age groups in the nursery, and staff support the older children as they prepare to move on to school. The children's learning and growing understanding of the world around them, prepares them for future life.

### **The effectiveness of the leadership and management of the early years provision**

Children are well safeguarded because the nursery prioritises safety. The managers ensure that staff are appropriately qualified and the relevant checks carried out to ensure they are suitable to work with children. All staff are aware of the procedures for dealing with

child protection concerns. They ensure access to the premises is secure and that all staff, children and visitors sign in when inside the pre-school. A range of policies and procedures are in place and documentation and records are completed to ensure children's health and safety needs are sufficiently well met. All staff take responsibility and use risk assessments to ensure children's health and safety in each room, as well as outside. The nursery has a designated member of staff responsible for safeguarding children, but all staff are involved in teaching children how to adopt safe practices and liaising with parents to ensure there is consistent care.

Children are provided with an inclusive environment and learn about valuing each others differences and the setting promotes equality and diversity. Systems for self-evaluation, monitoring and evaluating the settings practice are in place but do not identify or address inconsistencies in staff knowledge and experience. The nursery works well with parents and good systems are in place within each room to ensure parents receive important information about their child and the life of the nursery. Parents report they are happy with the care offered to their children and they felt that staff were friendly, approachable and supportive. They say they have seen their children make progress whilst at the setting. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning, and staff also liaise with local schools to help children who are preparing to start school.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY263786
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	883733
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	61
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Tops Day Nursery Limited
<b>Date of previous inspection</b>	11/12/2008
<b>Telephone number</b>	01962 860 437

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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