

Top Tots Daycare

Poplar Grove, Southbank, Middlesbrough, TS6 6SU

Inspection date

28/01/2013

Previous inspection date

28/02/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 are safeguarded in the nursery as staff have good knowledge of policies and procedures and complete risk assessments to ensure areas used by children are safe.
- Children are helped to settle and develop confidence in the nursery as they form warm relationships with staff who meet their emotional needs well.
- Children understand the rules of the nursery and behave well. This is because staff act as good role models and make their expectations clear.

It is not yet good because

- There is a lack of progress information for some older children. This does not support effective sharing of information and provide continuity for children's learning and development.
- Areas for development identified through self-evaluation are not reviewed so it is not clear how they enhance children's learning and development.
- Opportunities for children to develop early reading and writing skills are limited as activities and resources are not always provided in the outdoor environment.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector observed children's activities in two main rooms accessed by children in the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager and looked at a range of policies and documentation.

Inspector

Nicola Jones

Full Report

Information about the setting

Top Tots Daycare was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the grounds of South Bank Primary School in Middlesbrough. It is managed by The Priory Day Care Limited. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs eight members of child care staff. Of these, eight hold appropriate early years qualifications at level 3. The manager is working towards Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure assessment of children's development is effective in helping practitioners recognise children's progress and individual needs by: robustly monitoring the implementation of the assessment procedures for older children.

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

- further develop self-evaluation systems to clearly show how improvements made enhance children's learning and development
- develop the educational programme for literacy further by: providing opportunities for children to develop early reading and writing skills in the outdoor environment.

Inspection judgements

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

Children are provided with a suitable range of toys, resources and equipment and are encouraged to explore their surroundings and discover new things. Children are able to make choices from the range of toys and resources available in both rooms in the nursery. Resources are suitably organised so children can see what is available to choose from. This supports their independent learning. Activities provided cover all the areas of learning in the indoor environment and there is a balance of adult-led and child-initiated opportunities on offer on a daily basis.

Staff carry out observations of children's learning on a regular basis. Each child has a learning journal containing observations, photographs and examples of their work. Planning is linked to assessment information and individual plans are drawn up for each

child. Systems are in place to monitor and track children's progress, however, practice is variable between different staff members and there is a lack of information for some older children. This does not support effective sharing of information or provide continuity for children's learning and development.

Young children develop listening and attention skills as they listen to familiar nursery rhymes and songs. They jump up and down and clap their hands when they hear their favourite tunes. They play alongside others as they actively explore the sand tray, developing mathematical awareness as they fill and empty containers. Older children are supported to develop reading skills as they listen to and join in with stories read aloud to them. They recognise familiar words and signs, such as, their own name, when they pick up books and other documentation in the indoor environment. Children develop an understanding of technology when they show interest in technological toys with knobs or pulleys and real objects, such as, laptop computers and cameras. As a result, children make satisfactory progress and are reasonably well prepared for the next steps in learning, including when they transfer into school.

Staff generally work well with parents. A 'celebration tree' is provided for practitioners and parents to share children's achievements. Opportunities are provided for parents to look at learning journals and have ongoing discussions with staff. This ensures parents are kept well informed about their child's progress.

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

An effective key person system is in place in the nursery and ensures that all children are able to make strong emotional attachments. This is clearly evident when staff sit on the floor and children climb onto their knee and give them cuddles. Staff meet the needs of very young children and babies very well when they first begin attending and respond sensitively when they cry. They reassure children by talking gently and recognise their physical needs when they are tired or hungry. Children show they are settled and content when they fall asleep or rest quietly in their buggy.

Children behave well in the nursery. They enjoy the company of other children and play co-operatively. This is because staff are good role models. They use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour and as a consequence, children respond appropriately when they are given clear instructions about where they can and cannot go in the nursery. Staff use early intervention techniques well when children have identified needs and this supports them to fully integrate into the group. This information is shared when children attend other settings alongside nursery. This ensures continuity of care and learning.

Children are provided with fresh drinking water which is accessible throughout the day and they receive fresh fruit at snack time. This promotes their health and well-being. This is further promoted when they access the outdoor environment. Children enjoy playing on the ride-on toys and have fun as they come down the slide. However, the outdoor area is

not always fully resourced to support children's all-round development. For example, on the day of inspection, there were no resources provided for children to develop early reading and mark-making skills.

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

The manager ensures there is a programme of activities, experiences and opportunities that provide sufficient depth, breadth and challenge and reflect the needs and interests of children. The provision is monitored by the manager and his deputy and support is provided to staff where necessary. Additional support is provided to staff on an individual basis and training needs are effectively addressed through an appraisal system. As a result, staff work well together and morale is high. Progress tracking systems are monitored for both rooms, however monitoring of this information for children over two years of age requires improvement.

Children are safeguarded because the manager and his staff team have effective policies in place. Effective induction arrangements ensure all staff have read and understand their role and responsibility in keeping children safe and, as a result, staff know what action to take if they have concerns about a child. Actions raised in the previous inspection have been effectively addressed. There is now a designated person in the nursery with lead responsibility for safeguarding who has attended a child protection training course. Children are protected further as the indoor and outdoor environments are secure at all times.

The manager is motivated to seek further improvement and areas for development are identified taking into account the views of parents, staff and children. Recent developments have included the introduction of music to develop children's awareness of tidy up time. However, it is not clear how this and other identified areas for improvement enhance children's learning and development. The nursery receives support from the local authority which supports the self-evaluation process.

The manager and his staff team generally work well with staff at South Bank Primary and other local schools. Information shared between settings focuses on children's welfare and learning and development needs. This means that children who need it receive appropriate intervention and support. The nursery has good links with the adjoining children's centre where the needs of parents and children are further met through effective sign posting to additional services.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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

Unique reference number	EY281726
Local authority	Redcar & Cleveland
Inspection number	819981
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	47
Number of children on roll	35
Name of provider	The Priory Day Nursery Limited
Date of previous inspection	28/02/2012
Telephone number	01642 456277 07910625219

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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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