

# Tops Day Nursery Charminster

Claremont Christian Church, 69 Claremont Avenue, Bournemouth, Dorset, BH9 3HD

## Inspection date

21/03/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

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

- Staff have a clear understanding of children's needs and offer attention and reassurance to help children settle.
- Children benefit from the welcoming, well laid out play environment that enables them to make independent choices about their play.
- Staff have established close links with parents and regularly share information about children's care and well-being.

### It is not yet good because

- Staff are still developing understanding of their roles under the new systems, including their responsibilities in the organisation of outdoor play and meal times.
- Staff do not maximise opportunities to model language and introduce new vocabulary and play activities, such as role-play are not always sufficiently challenging to keep children interested and extend their learning.
- The temperature of the room used by the younger children is not always maintained at a comfortable level.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector looked at documentation including a sample of children's records, planning and staff suitability records.
- The inspector talked with staff, parents, the nursery manager, area manager and owner of the nursery.
- The inspector looked at the systems used to review and evaluate the nursery provision.

## Inspector

Dinah Round

## Full Report

### Information about the setting

Tops Day Nurseries Charminster opened under new ownership in 2013. It is owned and managed by Tops Day Nurseries Ltd and operates from two rooms in a church hall in Charminster, Bournemouth. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open daily from 8am until 6pm all year round. The nursery is registered to receive funding for the provision of free nursery education for children aged two, three and four years. There are currently 43 children in the early years age group on roll. There is a team of seven staff working with the children including the manager. Of these, six staff have relevant early years qualifications to at least level 2, with the manager holding a level 5 qualification. The deputy has Early Years Professional Status.

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

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

- increase staff's knowledge of the new systems so they have a secure understanding of their roles and responsibilities, for example, during outdoor play and meal times
- develop the educational programme for communication and language through opportunities that allow children to experience a rich language environment, for example, by introducing new words in the context of play and activities and using more commentary and activities to highlight specific words.

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

- review the systems to monitor the temperature of the room used by the younger children to ensure it is always maintained at a comfortable temperature
- develop the role play experiences to support children's imagination and stimulate their interest.

## Inspection judgements

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

Most children come into the nursery happily and quickly engage in a chosen activity. Staff liaise with parents to gain information about children's abilities and starting points to help them plan for children's learning. They provide children with an appropriate range of play and learning opportunities to help promote active learning. This keeps children suitably occupied and interested. The new systems to observe, assess and monitor children's progress are still embedding. Staff are continuing to develop their understanding of how to use these effectively to help them plan for children's future learning. Planning is flexible and includes both adult-led and child-initiated activities, which take account of children's interests. Activities cover all seven areas of learning and contribute towards children making steady progress in their learning and development, in relation to their starting points. Children's independence is fostered appropriately. Staff encourage them to learn to do things for themselves, such as preparing and serving their own snacks.

Children's communication skills are sometimes supported as staff actively join in children's play and promote conversation. However, staff do not introduce new words and model language sufficiently to help build on children's vocabulary. Books are easily accessible in both playrooms, encouraging children to enjoy stories and learn how books are used to carry information. Children are introduced to mathematics appropriately through some planned activities and the various resources available. Children have access to a wide range of tools. Some children concentrate for a considerable amount of time at their chosen activity. For example, they draw with the pens, carefully cut with the scissors, and use the spatula to spread the glue to create their collage pictures. Staff allow children to work at their own pace during the activity and when other children become interested in creating a collage picture, an additional table is added. This ensures that all children are able to join in and be included in the activity. Children's artwork displayed on noticeboards acknowledges their achievements, and helps promote a sense of belonging. Children use their senses to explore and investigate various mediums, such as paint, sand, shaving foam and playdough. However, the role-play activities are not always well organised to stimulate children's interest and enrich their learning experiences. Overall, most children are generally beginning to learn the skills they require to support their future learning.

Staff establish effective links with parents to gain information about children's individual needs. Informal discussion between a child's key person and parents, alongside use of the recently introduced 'My World' form, is used to help children settle when they first start at the nursery. Daily discussion at handover times keeps parents suitably informed about their care and development. Parents speak positively about the support they receive from staff in helping their children to develop skills in using the toilet. Systems to get parents actively involved in their children's learning are evolving with individual parent consultations scheduled to share children's progress folders.

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

Staff are aware that changes within the staff team during the last few weeks have been a little unsettling for some children, such as having a different key person. They continually offer reassurance and support to help all children to feel included, settled and secure. As a result, children are forming positive relationships with staff and their friends. Staff are

attentive to children's individual needs, interacting in a friendly and caring manner, which means children are confident to approach them for help if needed. Staff provide children with clear and consistent boundaries to help develop their understanding of what is acceptable behaviour. For example, they remind children to walk inside and to use their 'kind hands' when playing with their friends. Staff make effective use of distraction with younger children, such as encouraging them to throw the soft balls into the bucket instead of throwing them around the floor. Children listen and respond, joining in with the different activity. The senior management team have worked closely with the staff to put additional strategies in place to deal with challenging behaviour issues, such as a risk assessment and behaviour plan. This means that the Special Needs Co-ordinator and key staff work together effectively to monitor and support any children with specific needs.

Effective security measures are followed by staff to make sure that no person can enter the premises unauthorised. Appropriate risk assessments are completed and ongoing checks help staff to identify and minimise risks to children. However, monitoring systems to check the temperature in the younger children's room are not always effective. This means at certain times in the day the temperature is not maintained at a comfortable level for children as they play and explore. Overall, staff maintain appropriate supervision allowing children to move around the play space to explore and investigate freely. Although, at times when children are playing outside staff are not always deployed effectively. Consequently, children are able to climb on fittings of the metal gate and look into the street, which means children are not always learning about how to keep themselves safe. Children learn to manage their own personal hygiene needs. They know the routine to wash their hands before they help to prepare the snacks and before eating their food. This helps develop their understanding about keeping healthy. Hot cooked nutritious meals are delivered to the nursery daily. Some children have the hot meals while others have packed lunches this is dependent on parental choices. Staff gain clear information from parents about children's special dietary needs, this is shared with all staff to make sure these are respected.

Staff work hard to set up the nursery daily to make it look inviting to children. As a result, children enjoy a well-resourced play and learning environment overall. They are able to select and make choices in what they want to play with and how they want to play. For example, a group of children have fun running their toy cars down the plank they have successfully balanced on another unit. The children are separated into the two rooms as the numbers increase, which enables staff to tailor the activities to the differing ages. Children enjoy daily outdoor play, which helps to increase their physical skills. They enjoy splashing in the puddles and show control as they manoeuvre the wheeled toys. This means children benefit from regular fresh air and exercise.

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

Staff have an adequate understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Policies and procedures are implemented to support the running of the nursery. This includes a safeguarding and

complaints policy. The management team has covered safeguarding with all staff so they know what action to take in the event of an issue regarding children's welfare. Clear recruitment and vetting procedures are followed to check staff are suitable to work with children. The required child-adult ratios are sufficiently maintained and most of the staff have relevant early years qualifications. This means that there is always sufficient qualified staff present. All records required for the efficient management of the provision, including accident and attendance records, are suitably maintained and shared with parents as appropriate.

The area manager is supporting the newly appointed manager. The new staff group are continuing to develop as a team as they work together to support children's needs. All staff are currently going through the Tops induction procedures during regular staff meetings. As a result, staff's knowledge of their roles and responsibilities is still developing. For example, lunchtimes are not always sufficiently well organised for younger-aged children. Staff are busy with routine tasks, such as nappy changing and hand washing. Some children sit and eat their packed lunches while others wander round the room waiting for staff to support them.

Staff have a satisfactory understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The management team is continuing to support the staff as they learn the different systems recently introduced to monitor children's progress. All staff show a positive attitude to working with the new assessment arrangements. The staff have not yet implemented the required progress check for two-year-olds. There are systems and paperwork in place, and through discussion they demonstrate an understanding of the requirement. Staff are supported in continuing their professional development, with specific training events organised to help them continue to update their skills. For example, a staff meeting to specifically focus on behaviour management is organised with the local authority early years advisor. The senior management team has identified the areas within the nursery that need developing. An action plan with key issues to work on immediately has been prepared to help bring about improvement. Although some changes have been implemented, the new systems are still embedding, so are not yet having a significant impact on children's learning and development. The nursery is actively working with the local authority to improve the quality of the provision.

Staff work in partnership with others. They liaise with external agencies on a weekly basis to help provide children with any specific support needed. Information is also shared with other early years providers, where children attend, to promote continuity of care. Parents receive clear information about the nursery through regular newsletters, ongoing communication and a social networking site. Parents comment that the newsletters sent out are 'very informative'. Staff support children appropriately in learning skills that will help them when they move up to school, such as encouraging them to become independent.

### **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 action. 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>	EY459137
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	906979
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Tops Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07889244182

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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, which are usually the childminder's 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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