

Tops Day Nurseries

Tops House, Leigh Road, Wimborne, Dorset, BH21 2BX

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|--------------------------|------------|
| Inspection date | 10/05/2013 |
| Previous inspection date | 19/04/2011 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children are happy and motivated to learn. Staff have a good understanding of children's specific needs following their routines so they feel comfortable and settled.
- Effective systems are in place to observe, monitor and plan for children's individual learning and development, which take account of their interests and preferences.
- Children are provided with fun and enjoyable outdoor play and learning experiences, which successfully foster their physical development.
- Partnership with parents is good. Parents receive detailed information about the nursery provision, and have regular updates of their children's care and development.
- The manager shows strong leadership. She effectively monitors the quality of staff practice supporting staff in their continuous professional development.

It is not yet outstanding because

- Staff do not always fully support children during spontaneous activities by offering additional resources to further their learning.
- Opportunities to allow babies to explore more natural resources, and providing all the children with cosy areas to enjoy books are not maximised.

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 activities in all the playrooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector spoke to staff, the nursery manager and the operations director.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation systems.

Inspector

Dinah Round

Full Report

Information about the setting

Tops Day Nursery registered in 2001, and is one of a chain of privately-owned nurseries. It 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 playclub operating from the first floor. They have access to an enclosed outside play area.

The nursery is open each weekday from 7:30am until 6pm all year round including Bank Holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts the Childcare Register. The Mini Beasts playclub operates before and after school, and during school holidays. The nursery provides care for children in the early years age group, with the playclub caring for children up to the age of 11 years. There are currently 140 children on roll. Of these, 104 children are in the early years age group. The nursery provides funded early education for children aged two, three and four years. They support children who have special educational needs and/or disabilities and those who learn English as an additional language.

The nursery employs 18 members of staff, of whom 14 hold appropriate early years qualifications to at least level 2. The pre-school supervisor is an Early Years Professional. The manager and another staff member hold a level 4 qualification and 11 staff hold a level 3 qualification. Two staff are training towards an early years qualification.

What the setting needs to do to improve further

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

- enhance children's learning as they investigate and explore during spontaneous play
- review organisation of the book areas and the resources provided for babies to further enrich their learning experiences.

Inspection judgements

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

Children are making good progress in their learning and development. Staff have a good

understanding of the children's individual needs and are skilled at promoting positive attitudes to learning. They link with parents from the start to gather detailed information about their key children's routines, preferences and interests. This enables them to provide experiences geared to children's individual learning. Staff carry out regular observations and assessments to successfully monitor children's progress and achievements. They collate the information in children's individual development files and use it effectively to help identify the next steps in children's learning. Systems to complete the required progress check for children when they are aged between two and three years are in place and staff liaise with parents to involve them in the process. Planning covers all seven areas of learning and provides a good balance of both adult-led and child-initiated activities, indoors and outside. Staff provide activities to meet children's individual needs and interests, including specific projects, such as transport and journeys. Staff interact with children positively, supporting them in learning skills that will help them in the future.

Children benefit from the enabling environment provided, which encourages them to become active learners. They are motivated and interested in the broad range of activities and take responsibility for choosing what they do. Babies show growing confidence as they explore their surroundings and enjoy investigating the feel of the sand on their fingers and toes. Staff incorporate rhyme and repetition through the use of books and songs to encourage younger children to imitate sound. Children's listening skills are encouraged through the play activities. For example, children join in with the action rhyme as they hide in the cardboard box pretending to be sleeping bunnies. They listen carefully, and then giggle with delight as they jump up. Pre-school children are good communicators and eager to share their experiences. They have great fun hunting for bugs outside in the garden and staff support them in moving objects to help them look for insects. Children are keen to show off the snails, slugs and centipede they find. Staff skilfully model language as they talk about the insects being 'slimy' and 'wiggly'. However, staff do not provide tools such as magnifying glasses or pictures so children can observe the insects more closely to help extend their learning. Children are encouraged to count in everyday play and take part in matching and sorting activities. They show good control as they use the tweezers to select the different fruits and place them with the corresponding shapes and colours. This supports children's early mathematics. Children of all ages have good opportunities to use a wide range of mediums and materials, such as paint, glue, dough, dried pasta, sand and sawdust. This allows children to play, explore and be creative.

Tailored settling-in procedures are organised to enable staff to get to know the children, and help make the move between home and nursery go smoothly. Ongoing discussions between staff and parents, alongside use of daily record sheets for the younger children means there is an effective two-way exchange of information. Parents receive regular updates on their children's progress through the ongoing discussions with staff. Termly parents' week provides opportunities for parents to discuss children's achievements in more detail with their child's key person. Staff provide suggestions on how parents can support their children's development at home, actively involving them in their children's learning. Parents speak positively about the nursery. They comment that the staff are polite and friendly and like the flexibility provided by the nursery to accommodate their working patterns.

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

Staff promote children's physical and emotional health well. They know children well and are attentive to their individual needs, following younger children's daily routines. An effective key person system enables staff to provide specific support to new and less confident children. As a result, children are settled and secure, and develop trusting relationships with others. Younger children are happy to explore their surroundings, reassured as they know familiar staff are close-by. Staff support the younger children to use their spoon and feed themselves at lunchtime. The older children know the importance of cleaning their hands before eating and gain confidence in putting their coats on to go outside. This helps children to learn to be independent and manage their own personal needs.

Children demonstrate friendly behaviour and staff encourage them to cooperate with others, such as sharing the tools as they play in the mud kitchen. Children receive clear messages from the staff to use their 'listening ears' during group activities and to have 'kind hands' in their play. The regular praise from the staff helps to build children's confidence and self-esteem. Safety and security are high priority within the nursery. Staff complete risk assessments for all areas that the children use to help them identify and minimise risks to children. The separate play spaces provided for the different age groups enables children to move around freely and safely in their play. Staff supervise children closely while allowing them to gain an understanding of risk through their play activities and experiences. Children benefit from the provision of healthy snacks and freshly prepared meals delivered to the nursery. Staff liaise closely with parents to make sure that they follow babies and younger children's feeding routines. These are clearly recorded and updated, so that all staff are made aware of the children's individual needs and routines.

The nursery provides a well-resourced and welcoming environment. Children's photographs and creative work are put on display around the nursery, which helps the children develop a strong sense of belonging. Children have access to a broad range of clean, good quality resources and equipment. Overall, staff organise these well to support children's learning and development. However, in some rooms the book areas are not particularly cosy spaces to encourage children to make greater use of books. Opportunities for babies to explore natural materials and resources are not maximised to support their sensory play. Good use of the stimulating outdoor areas provides children with lots of fresh air and exercise. Children climb and balance on the larger equipment and show good control as they steer the pedal bicycles. They follow their interests as they move the various objects and loose materials, such as crates, planks and netting to create their own structures. This adds to children's enjoyment and overall development.

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

The company, senior management team and staff all have a clear focus on the continuous improvement of the nursery provision. There are several systems used by the nursery staff to evaluate the provision, including mini internal inspections by the Operations Director. Staff continue to reflect on ways to make improvements, for example, a recent garden grant was used to enhance outdoor play for younger children. Annual parent questionnaires are sent out to parents. The nursery manager listens to the views of parents and children, using their feedback to help shape the service and future activities.

Staff have a good understanding of the safeguarding and welfare requirements and the learning and development of the Statutory Framework for the Early Years Foundation Stage. The clear policies, procedures and records effectively support children's safety and welfare. This includes the nursery's comprehensive recruitment and vetting procedures coordinated by head office. Any new staff do not start until all the necessary checks are completed to make sure that all those having contact with children are suitable to do so. Staff continue to update their knowledge of safeguarding through attending specific training events and the regular discussions at staff meetings. They are clear of their responsibilities to report any concerns about a child in their care to senior staff. The manager gives high priority to safeguarding children and takes action to deal with any concerns.

The manager provides strong leadership. She motivates and supports the staff team, who work together well to share information about children's individual needs. In-house training, induction procedures and regular supervision, mean that staff are clear on their roles and responsibilities. The nursery has addressed recommendations from the last inspection. The manager works alongside the pre-school supervisor to monitor the delivery of the educational programme and review children's progress files. Effective use of assessment provides learning experiences tailored to children's individual stage of development. The manager carries out monthly manager checks in each room to monitor staff performance and role model good practice. This is helping support staff in promoting children's language skills. Staff are encouraged to attend regular training events to update their knowledge and skills, such as the annual 'Tops' conference. This contributes towards their continuous professional development, which benefits children.

There are strong partnerships with parents and carers. They receive good quality information about the nursery provision via the parent welcome pack, nursery website and regular newsletters. A secure social networking site allows parents to see what their children are involved in during their time at the nursery. Staff work closely with other agencies supporting children's needs, such as portage workers. This supports staff in meeting children's individual needs and having a shared approach to the children's learning. As children move up to another room within the nursery or get ready to go onto school, staff liaise with parents to help prepare children for the changes.

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

| | |
|------------------------------------|--------------------------|
| Unique reference number | 156231 |
| Local authority | Dorset |
| Inspection number | 914186 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 4 |
| Total number of places | 98 |
| Number of children on roll | 104 |
| Name of provider | Tops Day Nursery Limited |
| Date of previous inspection | 19/04/2011 |
| Telephone number | 01202 841691 |

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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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Piccadilly Gate
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