

Top Tots

Wesley Hall, 134 Timbercroft Lane, LONDON, SE18 2SG

Inspection date

Previous inspection date

18/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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

- The care of children attending with special educational needs and/or disabilities is good and staff meet children's individual needs well.
- All children are making good progress because they enjoy a good range of indoor and outdoor activity. They have full access to outdoor play during the day.
- Managers monitor staff practice well to ensure that teaching is consistent and supports children's learning.
- Staff rapidly form good relationships with parents and work in partnership with them to support children.

It is not yet outstanding because

- The organisation of routines during snack and mealtimes is not fully effective in supporting children's independence skills.
- All children do not wear sunhats to protect them in hot weather when playing outside.

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 involving children and staff.
- The inspector looked at children's individual profiles and plans for their learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with both managers at appropriate times during the day.
- The inspector spoke to children and parents.

Inspector

Debra Davey

Full Report

Information about the setting

Top Tots Nursery opened in 2013. The nursery operates from a single story premises in the Plumstead Common area of the London Borough of Greenwich. Children have access to one large hall, a small group room and an enclosed outside play area. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery operates Monday to Friday from 8am to 6pm all year, except one week at Christmas and one week at Easter. There are currently 58 children on roll. The nursery supports children with special educational needs and/or disabilities. They support children who are learning English. The nursery offers free funded places for two, three and four year old children. There is currently a team of nine staff who work with the children. All staff hold suitable childcare qualifications.

What the setting needs to do to improve further

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

- extend opportunities for children to build on their personal independence skills, for example at snack times and meal times

- encourage all children to wear sunhats when playing outside.

Inspection judgements

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

Children are happy in the setting because they enjoy the company of caring staff who meet their individual needs well. Children enjoy plenty of cuddles and re-assurance when they need it and when they are settling in. They respond well to the praise and support of staff and learn to play co-operatively with others. Children learn good communication skills because staff use clear explanations, stories and music to help children's emerging language development. Staff also work with parents to learn the languages that children speak and use this during play to help children feel valued and make progress.

Children enjoy a good range of planned activities and events. For example, the day before the inspection, all children had been on a trip to the sea-side and many activities linked to this. They enjoyed stories about the sea and painted star fish using their own imagination. Staff use open questions to encourage them to talk about their art work. They had useful discussions about sea-life creatures and enjoyed weighing and counting the sea shells they had collected from the beach. Children have learnt that the moon controls the tides

and they were playing with shaving foam to make sea waves. They really have fun in the nursery and this helps them learn and develop well.

Staff monitor children's progress using development milestones. They use the information to plan for children's next steps in learning and identify what each child needs to learn in their planning. This means that staff meet children's individual needs well and they make rapid progress in relation to their starting points. Staff work closely with other agencies caring for children. They are actively involved in team meetings with other professionals to support families. Managers are aware of the different types of support parents need and work in partnership with them to nurture the children in their care. As a result, children soon become confident and are gaining the skills they need to prepare them for school.

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

Children have full access to outdoor play during the day and this helps them to develop physically and stay healthy. They enjoy a good range of activities that help them to develop large and small muscles. They enjoy balancing on car tyres, jumping in and out of cardboard boxes and building with blocks. Children learn to move their bodies in different ways as they spin hoops, ride trikes and scooters. They develop their smaller muscles as they draw and paint with a range of materials and use scissors with increasing control. Staff protect children's skin from the harmful effects of the sun because they apply and re-apply sunscreen during the day. Children have free access to drinks from their individual water bottles. However, on the day of the inspection the weather was very hot and only a few children had sunhats to wear in the garden.

Children have a good range of healthy meals and snacks. Meals are a social occasion where children sit together and chat to staff who eat with them. However, staff prepare snacks and serve meals, missing opportunities to develop children's independence. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to explain to children the importance of sharing and working together. This supports children's personal, social and emotional development. Staff use resources well to support all areas of learning. They have introduced natural materials inside and out, including real objects in the role play areas. This enhances children's ability to learn through their own experiences. Staff check all areas for safety each day and regular risk assessments are used to ensure that children stay safe. They also participate in regular fire drills. This helps children understand what to do in the event of an emergency.

Staff use the key person system well to support individual children. They work closely with parents to settle children in and obtain information about children's likes and interests. Their key person closely cares for children when they start. This helps them settle quickly and easily into nursery.

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

The two owners manage the nursery. They each have clear roles and work closely together on the daily management and the future development of the nursery. The managers are fully aware of their responsibilities to meet the safeguarding and welfare requirements, and those for learning and development. There are robust recruitment procedures for the checking of staff. All staff have regular supervision to monitor the teaching practice and plan staff development. For example, they have designed their own training package for 'being two' to look at the specific needs of two year old children. All staff are trained in safeguarding and know what to do should they suspect that a child is at risk from harm. The health and safety policies and procedures all comply with requirements and are used well to make sure that the premises, equipment and procedures keep children safe.

The managers work with the early years team from the local authority to monitor the educational programme. They also work with another setting to review and improve their planning and assessment documentation. This helps staff to plan and provide a good range of activities which they reflect upon, to make sure that they are supporting children to make good progress in all areas of learning. Staff work closely with parents and regularly share information to make sure that parents are involved with their child's learning. They work closely with other agencies involved with children's care. This provides consistency in the care and learning for all children, especially for those with special educational or medical needs.

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 | EY458876 |
| Local authority | Greenwich |
| Inspection number | 902475 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 40 |
| Number of children on roll | 58 |
| Name of provider | Top Tots Daycare Partnership |
| Date of previous inspection | not applicable |
| Telephone number | 07894 958689 |

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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
Store St
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M1 2WD

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