

# Tops Day Nurseries, Sturminster Newton

Caddle House, Rixon, Sturminster Newton, DT10 1BQ

<b>Inspection date</b>	29/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff fail to ensure that children are appropriately supervised at all times, which compromises children's safety.
- Staff do not ensure that construction workers on the premises, whose suitability has not been fully established, are unable to have unsupervised access to children.
- Risk assessments do not support staff in monitoring the environment to ensure that they take all possible steps to provide a suitable and safe environment to support children's well-being and welfare.
- Planning, observation and assessment systems are not fully effective so that activities consistently support and challenge children in all areas of their learning and development.
- Self-evaluation systems are not fully effective in supporting the setting to reflect on their strengths and weaknesses to help make improvements in all aspects of the provision.

### It has the following strengths

- Children are happy, settled and feel secure due to the sensitive and caring interactions they receive from staff who understand their needs and preferences.

- Children enjoy lots of opportunities to play outdoors, which increases their enjoyment and benefits their health.

### **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 the playrooms and the outside learning environment.
- The inspector held meetings with the manager and area manager.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and read the providers' self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### **Inspector**

Samantha Powis

## Full Report

### Information about the setting

Tops Day Nursery, Sturminster Newton registered in 2013, and is one of a chain of privately-owned nurseries. It operates in a converted building in the small town of Sturminster Newton, Dorset. Children are cared for on both floors of the two-story private house and have use of three outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates every weekday, all year round from 6am to 8pm. There are currently 50 children on roll, 31 in of these are in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four years. They support children who learn English as an additional language. The nursery employs seven members of staff to work directly with the children. The manager holds a level four qualification in early years. Of the remaining staff, one has Early Years Professional Status and three hold relevant childcare qualifications. One member of staff is working towards a level 2 qualification.

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

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

- ensure people whose suitability has not been fully checked, do not have unsupervised access to children
- ensure children are adequately supervised and within sight or hearing of staff at all times
- improve arrangements for risk assessment, to help identify and address safety issues in the environment
- improve planning and assessment systems to ensure children receive consistent support and challenge in their learning through well planned and purposeful play activities which reflect their individual learning needs and stage of development

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

- strengthen the systems for self-evaluation to help assess all aspects of practice and identify priorities for future development and continuous improvement.

## Inspection judgements

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

Children engage in a suitable range of play activities. They are happy and enjoy the sensitive interactions they receive from staff. Sometimes, due to ongoing building work within the nursery, children of all ages are cared for in the same room. At these times, the resources they access are limited, although they are appropriate to their age range. This reduces children's interest and at times, prevents them from getting fully involved in their learning. Staff are keen to get involved as children play. They sometimes use language and discussion which encourages children to think and problem solve. For example, as children use the construction equipment they talk about how they can fit the pieces together. Staff listen to children's ideas and encourage them to try their ideas out, boosting children's confidence and self-esteem. Children enjoy the many play opportunities in the garden. They busily pour water in and out of the pots in the 'mud kitchen', adding leaves to their mixtures. Additional resources such as an old microwave oven support children in using their imaginations and engaging in role play. A wide range of construction equipment such as crates, planks of wood and large building blocks are available in the garden area. This encourages children to design and create their own models and construction ideas. They use the planks and crates to make bridges which they carefully walk across, extending their physical skills and co-ordination.

Staff are developing confidence in using the newly implemented planning and assessment systems. They record their observations of children and are starting to link these to areas of learning to provide a clear picture of each child's stage of development and develop a unique learning plan for each child. However, staff do not always use this information well when they plan and provide activities. For example, they do not include resources in the mud kitchen to increase children's awareness of numbers and numerals, despite this being a learning aim for some of the children playing. This means that children make satisfactory progress, but do not receive consistent support in taking the next steps in their learning. Children have many opportunities to make choices in their play. Staff listen to children's requests and note their interests. For example, as children use the paints they decide they want to do some hand and finger painting. Staff provide the resources children need and allow them the time and space to explore the textures and marks they can make.

Staff encourage parents to share information about children's interests and needs through the 'My World' sheets, which they complete before children start at the nursery. This helps staff to get to know children well. Some parents have opportunities to meet with their child's key person to discuss children's progress and their next steps. Parents contribute to children's development records through the 'wow' notes they send in from home. This helps to keep parents involved in their children's learning, and encourages them to continue to support their learning at home.

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

Safety has not been given sufficient consideration within the nursery to ensure children are protected at all times. Some areas of the nursery are currently undergoing building work. At times, children have to travel through these areas to access toilet and hand washing facilities, or go outside to play. Although staff supervise children at these times, they have not fully assessed the risks to children when travelling through this area where construction workers are using tools on scaffolding platforms. This demonstrates that although some risk assessments are completed, these do not effectively support staff in identifying and minimising risks to children. There are times when staff fail to supervise children appropriately to ensure they are safe. For example, when children go for a sleep, they are in an area out of sight and hearing of staff. Although staff physically check the children on a regular basis, they would not be aware if the child became distressed or upset in between these checks. This is of particular concern while building work is ongoing and construction workers have unsupervised access to the areas where children sleep.

Effective key person arrangements mean that staff understand children's care needs well. They know about their routines and preferences, which helps children to feel secure and settled. Children are forming strong relationships with staff and with other children in the group. They learn skills that help them work well together, such as sharing and taking turns. They respect and value each other due to staff acting as good role models. A new child is called over by name to join in with another child's play, demonstrating how quickly children become involved and included within the group. Staff establish clear boundaries, helping children to understand the steps they need to take to help keep themselves safe. Children help staff to complete a risk assessment of the garden before it is used. They take out their clipboard and pen, identifying to staff any safety issues they find. Children are encouraged to be increasingly independent in the nursery. They choose their own piece of fruit to prepare for snack time and pour their own drinks when they are thirsty. Children and staff talk about the nutritious options they enjoy, helping children to learn about how a healthy diet can contribute to the way they feel. Staff and children follow positive procedures and routines that help to support their health and reduce the risk of cross infection.

Children access resources that reflect different cultures and backgrounds. They take part in activities to celebrate festivals from a range of cultures and countries. This helps children to develop a respectful awareness of the wider world. Staff gain an awareness of any other languages children speak. They encourage children to use their home language in the nursery by having examples of words in different languages on display and learning key words in children's home languages. Sufficient space is available for children to play, and in general, there are adequate toys and resources available to meet the children's needs. However, while building work is taking place, children have less opportunity to choose from the full range of toys and equipment available, due to having limited access to some areas in the nursery. There are several outdoor play areas, enabling children to engage in play and activities that support their learning. Sectioned off areas mean staff can separate the different aged children if necessary. This enables children to play freely and in safety when using the outdoor space.

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

## provision

This inspection was prompted due to concerns being raised about children's well-being and safety while the nursery is undergoing building work. At the inspection, it was found that sufficient consideration has not been given to maintaining children's safety while the building work is ongoing. Risk assessments have not been used successfully to identify and eliminate risks. At times, staff do not supervise children sufficiently to keep them safe. Also, steps are not taken to ensure that people whose suitability has not been fully checked do not have unsupervised access to children. The nursery is in breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They also fail to meet the requirements of the Childcare Register with regards to safety and risk assessments. This means the provider is required to take further action in order to improve.

Staff recruitment and vetting procedures are effective in ensuring that all those employed to work directly with the children are suitable to do so. Monthly staff meetings support staff in sharing knowledge and skills to help them work consistently as a team. Management structures are still developing. Inductions are in place for new staff, with supervision meetings planned to support staff in developing a greater understanding of their individual roles and responsibilities. All staff complete safeguarding training and are fully aware of the nursery's written policy for child protection. The designated person for safeguarding is confident in her role. This means that the nursery is able to manage any concerns appropriately, to help protect children from harm.

Staff have a satisfactory understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The newly implemented assessment systems enable staff to identify starting points and next steps for each child. However, staff do not use this information well when planning activities so that children receive support and challenge to enable them to make good progress. Although the nursery has completed a self-evaluation form, they do not always reflect on their day-to-day practices to ensure these continue to meet children's needs. For example, they have not fully considered the impact of the building works on children's care and learning to ensure that they identify weaknesses and make improvements.

Parents have detailed information about the nursery and the policies and procedures, helping parents to understand their role and responsibility. Newsletters and notice boards help to keep parents informed about events and changes within the nursery and activities children are enjoying. Parents state that children are happy and settled at the nursery. They feel comfortable to speak to staff and their child's key person about children's learning and development, and know that they can access written records of information if they choose. Some of the parents take part in more formal parents' meetings, helping to keep them involved in children's development and progress. Staff develop links with some other settings which children also attend. They work closely with other professionals involved in supporting children and families to help promote consistency.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- regularly review risk assessments to ensure that all measures are taken to identify and minimise risks (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).
- regularly review risk assessments to ensure that all measures are taken to identify and minimise risks (voluntary part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register).

## 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>	EY466734
<b>Local authority</b>	Dorset
<b>Inspection number</b>	941303
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Tops Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01258 473753

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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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