

# Tops Day Nurseries

Isle of Wight College, Dodnor Lane, NEWPORT, Isle of Wight, PO30 5TA

<b>Inspection date</b>	17/03/2014
Previous inspection date	10/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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 requires improvement

- Active, child-led play activities, both indoors and out, motivates and engages children to explore and learn. Overall, children make sound progress.
- A well-embedded key person system mean that children form strong attachments to their special adult.
- Good information sharing with parents and positive communication systems mean that the continuity of care and learning is strong.

### It is not yet good because

- The quality of the interaction from the staff across the team is variable, which means that not all children are supported effectively during their play.
- Staff in the toddler room do not fully and clearly promote the rules and boundaries during the daily routines to two-year-old's to ensure they fully promote their personal social and emotional development.
- Snack time in the pre-school room is not always well-managed and children's learning opportunities are not consistently maximised during this daily routine.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed play and learning activities in all rooms and tracked children indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager and the area manager regarding leadership and management.
- The inspector looked at a sample of tracked children's progress records, planning, and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

## Inspector

Lorraine Wardlaw

## Full report

### Information about the setting

Tops Day Nursery registered in 2009. It is one of a chain of nurseries which are privately owned and managed by a limited company. The nursery operates from purpose built premises located on the campus of the Isle of Wight College in Newport, Isle of Wight. There is a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. Currently there are 98 early years age group children on roll. Care can also be provided for children aged over five years. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. They support children with special educational needs and/or disabilities and those learning English as an additional language. A total of 20 staff are employed to work with children; of these, 18 hold an early years qualification to level 2, 3 or 6. The operational hours of the nursery are Monday to Friday from 6am to 8pm, all year round with the exception of Bank Holidays. Children's hours of attendance are flexible within these times.

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

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

- improve the quality of the educational programme across the nursery by ensuring all staff are clear on the learning aims of play activities, with emphasis on developing the quality of staff interaction.
- ensure staff promote clear rules and boundaries particularly at tidy up time in the toddler room to effectively promote their personal and social development.

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

- develop the snack time routine in the pre-school room to maximise all learning opportunities and ensure it is always well-managed.

## Inspection judgements

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

Children are happy and have an enjoyable time at the nursery. They explore the varied child friendly play spaces and participate in some fun, age-related play activities on offer. For example, toddlers investigate the play animals frozen in ice blocks using child-size hammers and their hands. Pre-school children explore coloured gloop, making

observations about what they see and do. Children in all age groups show an interest in looking at books supported by an adult either in the cosy book areas or during fun role-play sitting in the homemade pirate ship. Overall, children demonstrate steady developmental progress, particularly the pre-school children, in mathematics and some aspects of literacy. For example, they are keen to impart their learning to the visitor stating their ages confidently, showing accurately their corresponding fingers. They swiftly state how old they will be on their next birthday. Children eagerly demonstrate their knowledge of letter sounds when they talk at the dinner table about their names and what their initial sound of their name makes. Children show skills and knowledge when working on the computer with their friends, taking turns, talking about how to operate the simple cake making game.

In the garden they are inquisitive learners, finding a worm in the mud, they take turns to hold and observe it closely supported by the adult. Other staff and children get the magnifying glasses from indoors, so further discussion and observation can take place. Children talk excitedly saying 'he needs a home', 'he needs water', 'he hasn't got a face'. The adult asks some varied questions to extend the learning, such as 'what does he feel like?' However, across the nursery the purposeful interaction and support children receive during their free-chosen play varies according to the skill and knowledge of the adult. For example, two-year-olds sit in the flour in the builder's tray, fully clothed and play with the wheeled small worlds toys and people. They make tracks in the flour but some staff miss opportunities to use this activity to effectively role-model and extend language. For example, the staff do not always offer them a narrative or commentary, during their play with toys in the flour. This means that not all staff can effectively build on what children know and can do, because they do not always clearly implement the learning aims of activities. Children's personal independence is promoted during snack time. However, other learning opportunities are not fully capitalised on, because staff do not always manage the routine well.

Some babies receive warm, playful interactions from adults. For example, when being fed by their key person in the highchair the adult uses a sing-song voice and tunes in effectively to the babies needs. When they play with balls with an adult they vocalise happily and are encouraged to roll it back. However, the verbal interaction from the adult to effectively meet their needs in all areas is just satisfactory. The nursery has a few children for whom English is an additional language with different languages spoken by families. Staff endeavour to gain key words in their home language and some use them in routines. The large, rich and inviting babies' play area, indoors and out, promotes lots of active exploration, which develops their key physical skills. Key staff complete well laid out learning records on each child, which documents their development. They do a 'unique child plan' for each child in their care but it is not always fully implemented in practice because of some of the weaknesses in the educational programme. Parents are fully informed about their children's development because these records are shared regularly with them and daily discussions take place with their key person. Children with special educational needs/and or disabilities are swiftly identified and staff liaise with outside agencies to enable them to devise an individual education plan.

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

Older children are prepared for their next stage in learning because there are established links with the local school. The staff in the pre-school room are well-aware of school readiness. They have sourced school uniforms to put in the children's role play area, to help them with the move to big school. Moves within the nursery are well-planned according to each child's individual needs with both key adults in both rooms liaising with the parents. Staff encourage children to be personally independent during daily mealtimes such as pouring their own drinks at snack time and laying the table for dinner. Babies and children settle well because of the flexible settling in process and the good information staff receive on children's individual care routines. Staff closely follow babies home care and sleep routines which has a positive effect on their growth and development. Young children's relationships with their key staff and their friends are positive across the nursery. Older children show confidence and self-assurance during their freely chosen play. Those younger children who show signs of being emotionally unsettled have a strong bond to their key person who gives them attention and cuddles to help them feel happy and secure. The well-embedded key person system means that babies are bottle-fed, put to bed and have their nappy changed by their special person, as much as possible. This enables a genuine bond to emerge and positively impacts on their emotional development.

Children are reminded by adults to wash their hands before they eat and after they use the toilet. There is good emphasis on outdoor physical play, with all age groups accessing the outdoors regularly throughout the day, often at a time of their own choosing. Pre-school children take pleasure playing on the wheeled toys with their friends. They skillfully use the equipment to balance on and bounce on the hoppers across the outdoor area, moving and having fun in the fresh air. Toddlers enjoy following the path which is next to the fence up a slope, offering them challenge in their physical skills.

A hot, suitable midday meal is on offer to nursery children although most children have a packed lunch provided by their parents. Snacks provided are healthy but because snack time is not always managed effectively by the staff, when the food is all gone it is not always replenished for the late attendees at the snack table. Overall, children demonstrate good behaviour and behave in safe ways. When staff identify children who need extra support in their behaviour management they think of strategies to calm them and direct them, such as using sensory jars. However, the toddlers are not consistently taught about rules and boundaries, such as not taking other soft toys into the flour and how to tidy up together. This is because staff are not knowledgeable in this area of their work and prioritise children's personal care routines. Toddlers flit and become aimless at times during the day, as staff do not always role model and encourage them all to be involved with the activities. Overall, the nursery provides a clean and stimulating indoor and outdoor play environment, which provides for children's needs well. Art work is displayed on the walls for children to see and learning areas are well defined in the pre-school room.

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

The new management team has a positive drive for improvement and makes sure that staff implement the nursery policies and procedures to promote children's welfare and safety. Management and staff have a secure knowledge of safeguarding issues and know what to do when concerns arise with children, or in the event they need to carry out the whistle blowing policy. Management takes all complaints seriously and they are fully investigated in the required timescales, and appropriately recorded. Staff speak highly of the management team and feel they are well supported by them and their mentors through a thorough induction system. Staff take part in regular 'keeping in touch' meetings and annual appraisals to ensure their personal performance is acknowledged and training needs identified. The management team have recently introduced some rigorous monitoring systems covering all aspects of the Early Years Foundation Stage. For example, they conduct observations on the quality of teaching and the characteristics of effective learning in each of the playrooms. These are then fed into the 'keeping in touch' notes and annual appraisals of the staff. The management team are aware of the strengths and the settings weaknesses and have a well-targeted action plan, which was set up in January 2014. The setting makes use of the Local Authority quality audits to inform quality. The self-evaluation initiated by the new manager and involving the staff, rigorously analyses and self-challenges all aspects of the nursery, in relation to effective practice in the early years. However, the strong management systems have not yet had the chance to impact on the quality of the outcomes for children, because of their infancy.

Parents speak positively about the nursery and of how much their child enjoys attending. They report of the very good verbal and electronic communication systems in place between the adults and themselves. They talk about how the nursery encourages learning to follow on at home. For example, one parent reported they had extra support on how to potty train their child. The parents feel there is good attention to health and safety with good security at the nursery and robust systems in place, such as using passwords for family members to collect children. Partnerships with external agencies and other providers are well established. There are good links with the Local Safeguarding Children's Board and childcare professionals who support children with additional needs. There is a system in place to liaise other early years providers the children attend to ensure children's developmental progress is exchanged.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY402215
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	942563
<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>	68
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Tops Day Nursery Limited
<b>Date of previous inspection</b>	10/05/2010
<b>Telephone number</b>	01983550757

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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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