

# Tops Day Nurseries, Sturminster Newton

Caddle House, Rixon, Sturminster Newton, DT10 1BQ

<b>Inspection date</b>	13/10/2014
Previous inspection date	29/10/2013

<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		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 cared for by consistent staff in a safe and nurturing environment. As a result, they form warm and trusting relationships with staff and explore freely.
- Children make good progress in relation to their starting points. This is because staff plan and monitor children's learning accurately and provide activities in response to children's interests.
- Staff make good use of the well-resourced outdoor play areas and the local community to promote all aspects of children's learning.
- Management and staff strive to maintain continuous improvements. As a result, children benefit from the many improvements since the last inspection.

### It is not yet outstanding because

- Staff do not consistently maintain a quiet environment in the pre-school room during some group story times to strengthen children's interest in stories.

## 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 and the quality of teaching in the play rooms, outdoor play areas and on an outing.
- The inspector sampled children's assessment records and planning documentation.  
The inspector held a meeting with management to assess the suitability and
- qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Bridget Copson

## 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 from a converted building in the town of Sturminster Newton, Dorset. Children are cared for on both floors of the two-storey 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 27 children on roll 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. It supports children learning English as an additional language.

The nursery employs eight members of staff to work directly with the children. The manager holds a level four qualification in early years care and education. Of the remaining staff, all either hold or are working towards relevant early years qualifications.

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

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

- strengthen children's interest and involvement in stories by limiting noise at group story times.

### Inspection judgements

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

Staff accurately plan and monitor children's learning in partnership with parents from the start. They obtain clear information about children's needs, routines and interests, and involve parents in assessing their child's developmental stage when they start. Staff complete observations each week, which they record using an on-line assessment system for each child. They include photographs and videos of children, to illustrate their achievements and well-being. This allows parents to securely view and update information about their child's learning at any time. Staff also provide parents with the progress check for two-year-old children when needed. This successful working partnership helps to involve parents in promoting their child's learning. Staff use their observations to closely monitor children's progress and to identify the gaps in their learning. They plan activities each week, in response to children's emerging interests, to help them progress in these areas. As a result, children make good progress in relation to their starting points.

Staff make good use of the outdoor play areas to promote children's learning in all weather. For example, older children chose to play outside in the rain; they dressed up in

coats and boots to keep warm and dry. They painted the fences with brushes and water, played with wheeled toys, and moved crates and guttering around to create water slides. Staff supported and encouraged children as they carried water to the construction and watched it flow back down, smiling at their achievements. This promotes children physical development, writing skills and creativity in their chosen play environment. Staff skilfully adapt challenges in these activities to help maximise children's learning potential. For example, when playing with water outside, staff helped children to understand and use mathematical language, such as describing more, less, full, empty, big and small. Staff extended this further for some children by comparing the weight of containers, which children told them 'is so heavy' when lifting containers with two hands. This helps to promote children's mathematical language in their chosen exploration.

Children enjoy regular trips in the local community. These include walking to the market each week to choose and buy fresh fruit for snack time. Staff prepare children well for these outings. For example, staff asked children to name fruits they like and then looked at the money they needed to pay with. Staff adapted their questions to challenge children appropriately. For example, they counted the coins with younger children and asked older children to name the numerals and shapes of coins, and to consider who the lady pictured on the money might be. On the walk, children called out the things they observed, such as a 'big lorry', and staff asked questions about what the lorry might be delivering. At the market, children excitedly asked for the pears, apples and 'spiky leaf pineapple', which they paid for and brought back in their own shopping bags to share. This well-planned activity promotes children's understanding of the world, as well as their communication, language and mathematical development.

Staff respond quickly to children's interests and ideas to create play environments that motivate children. For example, staff observed children's interest in investigating materials and transporting resources. In response, they set up trays of water, sand, tea leaves and dry leaves, with containers for children to move resources around and explore. Staff observed babies showing an interest in pulling labels from the resources. In response, they created a board with shiny shapes attached, which babies pulled off freely to explore. Staff interact in children's play to provide support and reassurance, and adapt challenges to meet each child's needs. For example, during quiet play after lunch, three- and four-year-olds played with building blocks, animals and wheeled toys. Staff encouraged younger children to talk about the animals while challenging older children to count their block constructions and compare the sizes. As a result of this positive interaction, children of all ages explore freely and with interest, maintaining attention well in their play.

Staff provide cosy areas in both play rooms and a good range of books and story times to help children enjoy reading. Babies climbed in and out of a coracle-style bed to explore books and to play quietly. Older children use stick props to get involved in stories and make books of their favourite stories with staff. However, on occasions, some older children become distracted when staff do not maintain a peaceful environment. For example, some younger children continued to play musical instruments during the group story time, which distracted some children who then lost interest. Children of all ages communicate well to express themselves. Staff respond sensitively to the chatter, babbles, shouts and chuckles of babies. They repeat back what they think the babies are communicating, to promote their understanding and reinforce their early language. They

use books to introduce new words, such as objects, shapes, colours and animals. Staff work closely with parents to support children who are learning English. They ensure children's home language is reflected and used in the nursery, and help promote their English language development. These skills help prepare children in readiness for school.

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

Children benefit from consistent teams of staff caring for them and an effective key person system. This helps to promote good communication with parents and helps to ensure children's needs and care routines are met consistently and well. Staff provide children with close support and re-assurance, and lots of close cuddles and comfort. As a result, children form warm and trusting relationships with staff. Staff take an active interest in children's home life and encourage children to talk about their home news. They display photographs of children and their work around the nursery, and provide resources that reflect children's interests, culture and home language. This helps to support them in the move between their home and the nursery.

Staff provide children with consistent messages in the form of golden rules, to help children learn what is expected of them. They display these on a low-level board and in a book they have made with photographs of children to illustrate their meaning. Staff use signs to illustrate feelings on the emotions board and encourage children to put their photographs on the relevant emotion to express how they feel. Staff remind children of the rules through gentle correction and discussion. As a result, children behave well and help happily when asked.

Staff promote children's healthy lifestyles effectively. Children enjoy healthy and well-balanced meals, which are freshly prepared each day by the nursery cook. Children enjoy lots of physical play in which they move in different ways and release energy in play. Staff provide time for children to rest and play quietly, and meet babies' individual sleep routines. Throughout the day, staff supervise children in person and use a baby monitor to ensure they can always hear sleeping babies. This helps to keep children safe.

Staff maintain a clean and secure environment throughout the nursery. Children benefit from age-related play rooms with a good range of toys and interesting activities to promote all areas of their development. Staff store toys on low-level units and in baskets, which children choose for themselves to promote their independent exploration. Staff monitor access to the premises closely and maintain safe and secure play areas through risk assessments. Staff support children well in learning about keeping safe in everyday activities, such as older children carrying out risk assessments outside. Staff use outings in the local community to teach children about road safety. For example, on the trip to the market, staff discussed the traffic lights they saw and older children told them 'red is stop' and 'green is go'. Staff guided children to a safe place to cross the road where children looked carefully and told staff no cars were coming, so it was safe to cross.

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

**provision**

Management and staff have a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Management implements robust vetting procedures to help ensure staff are suitable to work with children. In addition, staff implement policies and procedures, complete risk assessments and do not allow anyone else unsupervised access to children, to further help protect them.

Management and staff monitor and evaluate the quality of the nursery provision successfully. Management completes supervision sessions and appraisals, and observes staff practice regularly. Management also carries out audits of the planning and assessments. This all helps to monitor the quality of teaching, and allows staff to celebrate their strengths and develop their practice. As a result, children make good progress. Children benefit from many on-going improvements to the nursery, due to management, staff, parents and external professionals contributing to the evaluation of the nursery. For example, staff use the new electronic assessment system to plan and assess children's learning more accurately and in closer partnership with parents. Staff supervise children more closely and use risk assessments more thoroughly to keep children safe. This demonstrates the management's and staff's commitment to drive improvements to the quality of children's care and learning.

Staff establish good partnerships with parents and provide them with clear information about the provision. They keep parents informed through face-to-face communication, displays, home books and their child's on-line assessment records. Parents share their views of the nursery in questionnaires and at the inspection. They state their children have settled very well, make good progress and are developing good social skills. They also state their children always enjoy coming to the nursery and parents get daily updates by e-mail, which help them feel involved. Staff establish links with the other early years settings children also attend. This helps to promote children's needs consistently.

**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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	962992
<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>	58
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Tops Day Nursery Limited
<b>Date of previous inspection</b>	29/10/2013
<b>Telephone number</b>	01258 473753

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

