

Tops Day Nurseries

Queen Alexandra Hospital, Southwick Hill Road, Cosham, Portsmouth, Hampshire, PO6 3LY

Inspection date	11/06/2014
Previous inspection date	04/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		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

- Staff are sensitive and help children form secure emotional attachments, providing a strong base for children's learning and emotional well-being.
- Staff work closely with parents and others involved in children's care and learning to provide tailored support for each child. As a result, children make good progress including those children with special educational needs and/or disabilities.
- Leadership and management respond promptly and effectively to any concerns they receive and bring about continuous improvement in the professional development of staff and, therefore, the outcomes for children.

It is not yet good because

- Staff do not always make sure that they make an accurate record and inform parents correctly about the first aid treatment given to their child following an accident, to help to protect children's welfare.

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 indoor and outdoor play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents, including children's records, risk assessments and records of self-evaluation, accident and complaints.

Inspector

Jacqueline Munden

Full report

Information about the setting

Tops Day Nurseries Ltd is a privately-owned company that manages a chain of nurseries operating across the south coast. Tops Day Nursery at Queen Alexandra Hospital in Cosham, Hampshire operates from purpose-built ground floor accommodation in the grounds of the hospital. The nursery accepts children of the employees of Queen Alexandra Hospital and also children from the surrounding areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It receives funding for the provision of free early years education for children aged two, three and four years. The nursery is open each week, Monday to Friday from 6am until 8pm, all year round, except for Christmas Day, Boxing Day and New Year's Day. The nursery provides a babysitting service in the parents' homes when the nursery is closed. Children are cared for in age-related groups, with outdoor play areas for each age group. The nursery also provides before and after school care and a holiday club for children up to the age of 12 years. The nursery supports children with special educational needs and/or disabilities as well as children learning English as an additional language. There are currently 225 children on roll; of these, 164 are in the early years age group. The nursery employs 43 staff who work with the children; of these, two hold Early Years Professional Status and 28 hold appropriate qualifications in early years child care and learning. In addition to this the organisation employs an on-site National Vocational Qualification assessor and a cook.

What the setting needs to do to improve further

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

- ensure the record of accidents shows an accurate account of the first aid treatment given.

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

- review the self-service lunch system for two-year-olds making sure it matches their development levels.

Inspection judgements

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

Children develop good skills for the future and make good progress in their learning and development in relation to their starting points. This is due to the good support they receive from staff who make accurate assessments of children's learning and

development. They devise targeted plans of how to help each child make good progress. Parents are involved in the process along with any other professional involved in a child's care and learning. Staff provide ideas suggesting how parents can extend their child's learning at home. Parents and children borrow activities, games and books from the family fun centre to take home and use together. Staff provide a written explanation of how and why to use the resources to maximise children's learning and enjoyment.

All children, including those with special educational needs and/or disabilities and those learning English as an additional language, are valued and included. Staff learn and use key words in children's home languages which helps the children to settle. Staff help children to quickly develop their use of English through lots of discussion. They use sign language to aid communication with children who have communication difficulties. The strong focus on increasing all children's language skills is evident throughout the nursery. As a result, children are interested and motivated to play and learn, and are confident speakers.

Staff plan a good balance of adult-led and child-initiated activities. They have a good knowledge of how children learn and encourage them to fully engage in their chosen activities through purposeful interaction. As a result, staff meet children's developing needs well. Staff quickly notice toddlers showing an interest in the balls and use this as a focus to promote their physical development. The children laugh as they pick up the ball and throw it to the member of staff. They beam with delight as it is thrown back again and they repeat their newly developed skill. Two-year-olds relish exploring the shaving foam mixed with water. They develop coordination as they grasp the ducks and place them in a row on the edge of the trough. Staff use the spontaneous opportunity effectively to help children count the ducks and sing a counting song with them to promote children's mathematical skills. They take one duck away at a time until they have none. When asked how many are left, children splay their hands in a gesture as they repeat 'none' showing they are listening and understanding.

Staff in the pre-school room use planned activities to promote children's learning effectively. Small groups of children go to a quiet room to play 'I-Spy'. Staff prepare for the game well by having a box of different objects they place out for children to see and name. They make sure children know what each of them is and give a good explanation about the cork for example, to help them increase their understanding. Staff then hold up a letter and ask children to say the letter sound and to find something in the group of objects that begins with that sound. Children show they have a good knowledge of letter names and sounds as they say 'c, c, c'. They say car starts with a 'c' sound. Staff challenge children by asking if there is something else as well. Children show they are listening and interested to take part as they say one of the children's names and that camera begins with 'c'. Staff praise the children and encourage them to find another object in the game, at which children say 'caterpillar'. Staff extend children's learning and encourage them to recall prior learning as they ask what the caterpillar will turn in to. Children demonstrate their good knowledge of the cycle of life of the butterfly and use words to describe the stages such as a 'chrysalis'.

Staff demonstrate skill in adapting the activity to meet the development levels of individual children as they begin to blend some sounds saying the train starts with a 'tr' sound. The

session is good preparation for school and their future learning as children learn to sit and concentrate for reasonable periods. They learn to respect others as they listen and wait to speak. They are building confidence to speak in a group and develop very good levels of language skills. Children enjoy initiating their own play using the activities and resources that staff make sure are always available. For example, children explore the selection of water pipes and connectors in the garden. They work together to construct a series of pipes and connectors to transport water from one end to the other. When they come to a problem, such as wanting to make the water fill two buckets, staff encourage them to think and consider what they can do. They suggest children examine the connectors and see if they will help. Children excitedly fit a T shape to the single pipe which divides the water flow in two. Children experiment, putting marbles in the top of the pipe and discover they need to make sure the pipe is sloping downwards to make the marble roll down to the end. This demonstrates that staff are able to stand back and allow children's limitless exploration, so that they reach their full potential.

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

There are many carefully considered policies and procedures implemented to promote children's well-being. However, a recent incident regarding the recording of an accident and the steps taken by staff following it, meant procedures were not followed that could impact on children's welfare. This identified a weakness in how well the staff are working to ensure children's well-being. Management recognise the importance of the role of the key-person for all age groups of children to promote their emotional development. Staff enthusiastically promote an approach called 'Respectful Baby Care' that is adapted to meet the ongoing needs of children as they progress through the nursery. Staff make sure children take an active role in their daily routines and play. This is demonstrated well in the baby room as each key person spends time every day with the child. At nappy change time for example, staff get to the same level as the child and ask if they may change the child's nappy. Staff wait for a response showing the child is willing, such as raising their hands to be picked up.

Staff working with children aged two years and over promote self-care skills effectively. For example, at lunchtime children serve their own food, learning control as they spoon food on to their plates and carry their plates back to the table to eat. Children learn care and respect as they use china plates and drink from glasses. However, while the two-year-olds are learning high levels of independence, they do not manage as well as the older children to carry their plates. Some sit for too long for their turn to collect their food and become bored and noisy. Children enjoy a balanced and healthy diet provided by the on-site cook.

Children spend lots of time outdoors which has a positive impact on their health and well-being. Children in the pre-school room show they know and follow effective hygiene procedures as they use a tissue to wipe their nose and dispose of it in the bin without being reminded. Children learn to assess risks involved in what they are doing as staff ask them to think about how they can climb down the rope climbing net safely. Children say they will turn around and come down backwards. They learn to follow rules to keep them

and their friends safe; only one child being allowed to stand on the crate so they can reach the water trough for example.

Staff have a good knowledge of the children's backgrounds, the professionals involved in their lives, and their specific needs. Key persons prepare children well for their move to the next room within the nursery. They have a series of visits to the new room with the child, to help them become familiar with the environment and to meet the new key person. As a result, children display great confidence. Staff are good role models, helping children to learn good manners and to respect each other. For example, staff remind children to remove their hats at the table when eating. Staff use consistent, effective and calm methods to help children to understand their feelings, and learn how to control their emotions. Staff work with parents, sharing strategies, to ensure continuity between home and nursery to promote children's emotional well-being. This approach has a very positive effect on how children behave and results in positive learning outcomes. It helps them to form friendships and prepares them well for the move to school and for their future learning.

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

Overall, the leadership and management team has a suitable understanding of the safeguarding and welfare requirements. Robust vetting and recruitment procedures ensure all adults working with children are suitable. All staff are trained in how to recognise signs and symptoms of abuse and neglect. They are clear about the child protection procedure to follow should they have a concern. However, this inspection has taken place because Ofsted received concerns about the supervision of children in the baby room, the number staff and their qualifications, the chairs they use, how staff share information with parents, the recording of accidents and the action taken by staff following an accident. It was found that an incident had occurred prior to the inspection, when procedures failed to ensure that staff recorded accurate information about the first aid treatment that was given to a child following an accident, which is a requirement. However, the provider took prompt, appropriate action, including training staff, to ensure they now have a secure understanding of the information that must be recorded to ensure parents are not misinformed. Another member of staff now countersigns the accident record to confirm the details are correct to help the nursery to safeguard children.

With regard to all other concerns raised, at the time of the inspection all safeguarding and welfare requirements were found to be met and no further action was necessary. Systems ensure the appropriate number of suitably qualified staff are always deployed in each room to help ensure that children are well supervised and supported in what they do. Management risk assess all areas of the nursery effectively, including all the resources and equipment, to minimise risks and to make sure they meet the developing needs of each child. Staff take time to inform parents about their child's care and what they have been doing in the nursery at collection time. A written summary is also given to parents each day. Management respond quickly and effectively to any concerns or complaints they receive so they are able to reach a conclusion and bring about improvements where

needed.

The manager and staff team have a secure understanding of the learning and development requirements. They work together to continuously improve the delivery of them through monitoring children's progress and the curriculum provided. Management places a strong emphasis on increasing staff skills and promoting their professional development. The staff appraisal system identifies any development needs and their particular interests. As a result, the enthusiastic staff are motivated and regularly increase their skills to bring about improvements for children. For example, staff supporting children with communication difficulties, have recently attended training in sign language. Staff share the training materials with parents to help them to continue using the sign language at home. As a result, children with special educational needs and/or disabilities make good progress according to their starting points. All staff are involved in evaluating the provision and seek comments from parents at meetings, through questionnaires and through their children's development records. The manager identifies and prioritises areas for development to improve the quality and standards for children. Their implementation is continuously tracked on the setting's development plan.

Partnership with parents is successful. Staff are very welcoming and friendly when parents arrive with their children and staff provide a useful update to discuss children's changing needs. Parents report their children make good developmental progress and that staff prepare them well for school. Parents feel their children learn to manage their emotions and behaviour, which helps them develop friendships. Staff engage with the schools that children will go to and work closely with outside agencies to help them support all children. This has a positive effect on children's well-being and learning.

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

Unique reference number	EY281231
Local authority	Portsmouth
Inspection number	973475
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	99
Number of children on roll	225
Name of provider	Tops Day Nursery Limited
Date of previous inspection	04/11/2013
Telephone number	02392 215786

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

