

Tops Day Nursery Charminster

Claremont Christian Church, 69 Claremont Avenue, Bournemouth, Dorset, BH9 3HD

Inspection date	18/11/2014
Previous inspection date	04/12/2013

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

- Staff provide a safe and stimulating environment where children play and learn through exploration and investigation.
- Staff arrange an extensive range of play equipment and resources thoughtfully so that children can select independently to extend their own play and learning.
- Staff use a clear assessment system, which contributes to them promoting children's good progress in their learning.
- Positive partnerships with parents and other professionals lead to staff meeting children's individual needs well.

It is not yet outstanding because

- Some adult-led activities, intended to encourage children's listening skills, are not always planned effectively.
- Staff sometimes miss opportunities in children's self-chosen play to encourage counting, and to describe shapes and position.

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 children's activities inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children.
- The inspector sampled documentation, which included policies and children's progress records.
- The inspector took account of parents' views, obtained in person and in the nursery's questionnaires.

Inspector

Brenda Flewitt

Full report

Information about the setting

Tops Day Nursery Charminster registered in 2013. It is owned and managed by Tops Day Nurseries Limited and operates from two rooms in a church hall in Charminster, near Bournemouth. It is open each weekday from 7.30am until 6pm all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered to receive funding for the provision of free early education for children aged two, three and four years. They support children who have special educational needs and/or disabilities as well as children who learn English as an additional language. There are currently 63 children in the early years age group on roll. There is a team of 15 staff working with the children, including the manager. Of these, 11 hold relevant early years qualifications at levels 2 and 3. The manager has early years professional status.

What the setting needs to do to improve further

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

- review the organisation of some adult-led activities to enable children to develop listening skills more effectively

- extend opportunities for children to hear mathematical language in their self-chosen play.

Inspection judgements

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

Children enjoy their time at the nursery. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They provide a welcoming and stimulating environment, and encourage children to explore and investigate independently, with friends, and through adult-led activities. There is an extensive range of play equipment and resources, which staff arrange thoughtfully so that children can easily select items spontaneously. Therefore, they extend their own play and learning, using their own ideas. For example, there is a 'loose parts' area, both inside and outside, that enables children to choose from a wide variety of materials such as wooden blocks, cardboard tubes, planks and other construction materials. Children are creative in building various constructions, such as obstacle courses, for themselves and toys, such as model cars. Staff make interesting equipment available in the outside area to promote all areas of learning. Children carry out their own experiments. For example, on the day of inspection, a group of boys were engrossed in investigating with water and various containers. They transferred water from a tap to buckets, working out what happens

when there are holes in the container. Some children solved problems independently, such as using a trolley to help them move a heavy bucket of water to a different place. Staff encourage children's understanding of number and shape through games and planned activities. However, they do not always make the most of children's spontaneous play to encourage counting, or model words linked to shape and position.

Overall, staff promote children's language skills well. They join in their play, naming people, objects and actions. Staff repeat young children's words back to them, and use various pictorial symbols to help children who are learning English to understand and communicate. Staff plan small group activities to encourage children's listening skills, using ideas from a published phonics programme. However, sometimes these are not effective as they are organised in a noisy environment, which does not enable children to focus well on specific sounds.

Staff use a clear online system to monitor children's progress. They seek information from parents to assess children's starting points when they join the nursery. Each child's key person records frequent observations of their play and achievements. They use these to identify and plan the next steps in children's learning. The system enables staff to see the progress children are making and quickly identify any gaps in their learning. Therefore, they can seek any extra support from other professionals. Staff have a good understanding of the requirement to complete progress checks for two-year-old children.

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

Staff provide a welcoming and friendly environment, where children build good relationships. The key-person system is effective and results in staff knowing the children well as individuals. They seek information from parents when children start attending, which enables them to respect home routines and enable children to follow their interests. Therefore, children settle quickly and feel secure. Staff promote children's sense of belonging well. They provide individual equipment, and display photographs and children's artwork in the nursery. Staff make sure that children who are learning English as an additional language are able to use their home language in the nursery. They find out key words from parents and use a multi-lingual device to aid communication. Staff establish effective links with school staff to share information and arrange visits, which helps to prepare children well for starting school. They use role play to help develop children's confidence and knowledge with regard to the new situation.

Staff implement familiar routines and provide clear explanations so that children know what they expect from them. Staff use consistent strategies to help children learn how to behave with other people, sharing equipment and taking turns. This contributes to children behaving well. Staff frequently praise children for their efforts and achievements, making it clear what children have done well. This helps boost children's confidence and self-esteem. Staff involve children in tasks, such as identifying hazards in the garden before playing outside. They provide real equipment, such as knives for chopping fruit and vegetables, and teach children how to use them safely. Therefore, children are learning how to keep themselves safe.

Staff promote children's healthy lifestyles well. Children practise good routines for personal hygiene and develop increasing independence as they use toilet and hand washing facilities unaided. Staff encourage children to manage their own outdoor clothing and allow them time to practise the skills they need. Staff enable children to choose from healthy options at snack times, which includes fresh fruit. They teach children skills for preparing food and drink, supplying appropriate tools and equipment. For example, children develop independence in pouring drinks and using knives to chop fruit. Staff provide daily opportunities for children to have fresh air and exercise. Some children have benefited from being involved in Forest School sessions, where they are outside all day. They learned about the natural environment, travelled on public transport, and were able to take calculated risks while taking part in challenging physical activities.

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

The enthusiastic staff work well together as a team to ensure that the setting operates smoothly on a day-to-day basis. Staff implement clear policies and procedures that promote children's welfare and safety. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. They keep their knowledge up to date through regular training. Clear recruitment procedures mean that staff are checked for their suitability to work with children. Staff complete risk assessments and daily checks so that they provide a safe environment for children to play. There are effective systems for monitoring assessment and planning, which help to maintain quality and quickly identify gaps in children's learning.

Partnerships with parents and other professionals are good. Staff provide useful information about the nursery by way of written policies, a wealth of displays, regular newsletters and a social media page. They arrange sessions for parents to come into the pre-school to extend their knowledge of various aspects of their child's learning. Key persons make themselves available to exchange information on a daily basis through conversation and the online assessment system. This helps staff to meet children's individual needs well. Parents say that they are happy with the provision and that children settle quickly. They say that staff are friendly, approachable and supportive, sharing ideas for extending children's development at home.

Staff have successfully addressed the actions and recommendation from the last inspection. This has greatly improved aspects of children's learning. Staff have attended various training courses and welcomed support from early years advisors to develop their knowledge in how children learn. There are good methods for monitoring staff effectiveness. Regular observation of staff practice and supervision help identify any further training needs. Self-evaluation includes views of staff, parents, children and other early years professionals and leads to clear targets for development and continuous improvement. For example, staff are planning ways to be able to offer the Forest School opportunities to all families. They are extending opportunities for children to hear home

languages within the setting by using a translation system for books and stories. All this helps to maintain continuous improvement to develop the provision for children and families.

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	EY459137
Local authority	Bournemouth
Inspection number	984704
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	40
Number of children on roll	63
Name of provider	Tops Day Nursery Limited
Date of previous inspection	04/12/2013
Telephone number	07889244182

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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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