

Tops Day Nurseries

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



Inspection date

2 April 2015

Previous inspection date

11 June 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children are independent and curious learners. They relish in opportunities to explore and investigate in the superb vibrant and well-resourced play areas, both inside and out.
- The quality of teaching across the nursery is exceptionally strong. Highly effective leaders and managers, and qualified and experienced staff, provide strong role models to less qualified staff. Systems for supporting staff development are excellent. This has a positive impact on practice across the nursery and on the quality of interaction to support children's learning.
- Children form exceptional relationships with their key person and other staff caring for them. Staff have an excellent knowledge of babies' and young children's individual routines and ensure these are followed. Consequently, all children develop secure and trusting attachments to staff and moves within the nursery and on to school are extremely well managed.
- Excellent partnership working ensures that all parents are successfully involved in their child's learning. Parents are very much included in the planning and assessment of their child and are exceptionally well informed about their child's progress. Staff provide an interesting and exciting range of opportunities and resources for parents to help support their child's learning at home.
- Staff have an expert knowledge of children's abilities and next steps in their learning. Robust monitoring of assessment, both for individuals and groups of children, ensures children receive the relevant help and support they need if required.

What the setting needs to do to improve further

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

- build even more on the already strong practice across the nursery to support children's ability to think and communicate their ideas, particularly during group times.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector held meetings with the manager and operations manager, and with the special educational needs coordinator.
- The inspector spoke with staff and children across each of the different units within the nursery at suitable times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector looked at a range of documentation, including records of the progress children have made, evidence of suitability of staff working in the nursery, accident records and the record of complaints.

Inspector

Gill Wallace

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children flourish during their time at nursery. They make very good progress in their learning because all staff have a secure knowledge and understanding of how young children learn and are passionate and committed to their role. Toddlers giggle in delight in feeling the 'slimy' 'slippery' blue and green ice melt between their fingers. Staff help them to link their understanding between the ice and the snow melting in the story. Babies thrive as they explore a wide range of sensory experiences. They bounce up and down with excitement in response to staff clapping their hands and playing 'peek-a-boo' with them. Pre-school children are extremely well prepared for school. They confidently link sounds and letters and identify words that rhyme through an exciting range of games and activities. Children laugh with their peers reciting repetitive phrases in their favourite stories and develop their understanding of number problems through songs and rhymes. Staff are skilful in their observations knowing when to sit back and watch and when to intervene and support. Consequently all children are effectively supported and sufficiently challenged to achieve as well as they possibly can.

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

Children's behaviour is exemplary because they are fully engrossed in their learning at all times and staff are positive role models. Children are confident and self-assured and show exceptional levels of independence. Toddlers competently serve themselves lunch and clear away their plates and cups when they have finished. Children solve problems together and work out how to fix the target board when it falls from the wall. Daily care practices, such as changing and feeding babies, support children's emotional security and their self-esteem exceptionally well. Children's safety is given the highest priority. Staff have a secure understanding of their responsibilities to safeguard children and implement safe working practices exceedingly well to support children's health, safety and well-being. Children successfully manage challenging equipment and learn to take risks. They climb rope netting and negotiate slopes and bridges outside. Two-year-olds competently use safety knives to cut carrots and potatoes, supporting their imaginative play and helping them to build on their knowledge and skills.

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

Managers are accountable at every level and have high expectations. This underpins a shared commitment towards striving to deliver exceptional standards. They place an extremely strong focus on monitoring all aspects of the provision and staff at every level. Rigorous monitoring of teaching feeds into staff supervision meetings, which helps to identify targets for development. Excellent opportunities are provided for staff to widen their skills and expertise through extensive training. This has a very positive impact on their knowledge and practice. Staff have recently received training to help support children's ability to think and communicate their ideas. The management team is now closely monitoring this to ensure all staff implement this in daily practice.

Setting details

Unique reference number	EY281231
Local authority	Portsmouth
Inspection number	1006061
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	178
Name of provider	Tops Day Nursery Limited
Date of previous inspection	11 June 2014
Telephone number	02392 215786

Tops Day Nurseries Ltd is a privately-owned company that manages a chain of nurseries operating across the south coast. Tops Day Nursery in Portsmouth registered in 2004 and operates from purpose-built ground floor accommodation in the grounds of the Queen Alexandra hospital. The nursery accepts children of the employees of the 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 also provides a holiday club for children up to the age of 12 years. There are currently 268 children on roll; of these, 178 are in the early years age group. The nursery employs 31 staff who work with the children; of these, two hold Early Years Professional Status and 21 hold appropriate qualifications in early years child care and learning.

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