

<b>Inspection date</b>	28 October 2016
Previous inspection date	18 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The staff are friendly and they positively interact with each other, which helps support children to learn what is expected of them. They offer close support to children when they start at the setting, which contributes to their emotional well-being. Children feel safe and confident, and develop positive self-esteem.
- Staff plan a range of activities to help children develop an understanding of the wider community. They join in with children's experiences to help support children's enjoyment. For example, staff wear traditional costumes that reflect seasonal celebrations, such as Diwali, and provide similar role-play opportunities for children.
- The manager monitors children's progress regularly and seeks advice from professionals to help identify and reduce any gaps in children's learning. Good support is in place for children with special educational needs and those who need extra help.
- Staff work in close partnership with parents, for example they share information and provide a consistent approach to supporting children's learning such as in how to manage behaviour. Children make good progress from their starting points.

### It is not yet outstanding because:

- Sometimes, staff do not make best use of opportunities to help children to develop an understanding of routines and to prepare themselves to move on to the next activity.
- Staff miss opportunities to extend children's awareness of the natural world and living things.

## What the setting needs to do to improve further

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

- increase opportunities for children to learn to anticipate and understand routines and to prepare themselves well to move on to the next activity
- provide more opportunities for children to learn about how living things grow.

### Inspection activities

- The inspector observed children and their interactions with the staff.
- The inspector took account of the views of staff, parents and children.
- The inspector conducted joint observations with the manager and held discussions about children's learning and progress.
- The inspector viewed a sample of documents including the policies and procedures and children's learning records.
- The inspector held discussions with the manager as appropriate.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have high aims for children and evaluate the provision effectively to help achieve good standards in children's learning and care. For example, they have improved arrangements to help support children's independence at mealtimes. The manager monitors staff performance regularly and provides valuable feedback and support to help them improve their practice. Safeguarding is effective. Staff have a clear understanding of child protection issues. For example, they keep their knowledge up to date with current issues in safeguarding, such as in how to identify and report extreme behaviours and views, through training. Close partnerships with local schools and other early years providers help children to smoothly transfer to these settings.

### Quality of teaching, learning and assessment is good

Staff use their knowledge and skills well to help improve the learning programme for children. For example, they organise music and movement sessions to help stimulate children's creativity further. They provide a range of opportunities for children to learn about technology. For example, young children eagerly experiment as they walk around with a light-up toy. They shine images on the ceiling and comment about how 'it moves'. Overall, staff extend children's learning well and help them build on their previous knowledge. For example, children identify the names of some planets and staff skilfully make use of this opportunity to help children learn that they live on Earth. Parents express positive views about staff, for example they comment that they plan well for children's individual learning needs and help them build on this learning at home.

### Personal development, behaviour and welfare are good

Staff provide interesting opportunities for older children to develop their hand-to-eye coordination. For example, they learn to use a screwdriver to screw down a screw while playing at a builder's workstation outdoors. Staff support young children closely to help build their confidence and help them learn to take age-appropriate risks. For example, children learn to walk on balancing beams. Staff provide a welcoming and inclusive environment for all children and families including those who speak English as an additional language. Children learn to make healthy choices, for instance they enjoy physical play and a range of healthy meals cooked onsite by the nursery chef.

### Outcomes for children are good

Young children show curiosity to explore the natural world, for example they eagerly look for mini-beasts in the garden. Older children develop good literacy skills. For example, they confidently help younger children identify their name labels at snack time. They learn to write letters and numbers, and develop the skills they need that help prepare them for their move on to school.

## Setting details

<b>Unique reference number</b>	EY458876
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1063325
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Top Tots Day Care Limited
<b>Registered person unique reference number</b>	RP535359
<b>Date of previous inspection</b>	18 July 2013
<b>Telephone number</b>	02083 310724

Top Tots registered in 2013. It operates on Monday to Friday from 8am to 6pm, all year round, except one week at Christmas and one week at Easter. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 12 staff working in the nursery, 10 of whom work directly with the children, and they all hold relevant childcare qualifications at either level 2, 3 or 4. There is also a cook and an administrator employed to support them.

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