

# Tops Day Nursery - Lakeside



North Harbour, Western Road, Portsmouth, Hampshire, PO6 3EN

<b>Inspection date</b>	27 October 2017
Previous inspection date	6 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The area provided for the babies is not organised well enough to make sure the youngest children feel safe and secure. Some babies find it harder to settle.
- Some staff are not always vigilant enough to make sure children are protected against infection.
- On occasions, staff do not consistently use observations and assessments well enough to effectively plan for children's next steps in learning. At times, some priority learning needs are missed, such as helping to encourage children's social skills and to give them greater confidence in communicating with others. This impacts on the levels of progress some children make.
- Senior staff do not always accurately monitor the quality of practice. Although they consistently demonstrate good practice, this is not always reflected by other staff.

### It has the following strengths

- Concerted action has been taken since the last inspection to improve the provision for outside learning. Children now have many opportunities to play and learn outdoors.
- The staff care about the children and get to know them well.
- Partnerships with parents are well established. Staff prepare children well for their move to school.
- The nursery is very well equipped with an extensive range of high-quality resources, inside and outside.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve all aspects of health and hygiene throughout the nursery to prevent the spread of germs and infection between children</li> </ul>	07/11/2017
<ul style="list-style-type: none"> <li>■ ensure the physical environment for babies is consistently safe and offers a warm, nurturing and secure environment</li> </ul>	14/12/2017
<ul style="list-style-type: none"> <li>■ improve the monitoring of teaching to ensure practice is consistently good or better, particularly around supporting children's personal and social development and their communication and language skills</li> </ul>	02/01/2018
<ul style="list-style-type: none"> <li>■ ensure assessments of all children are consistently accurate and learning needs are clearly identified, planned for and monitored</li> </ul>	02/01/2018
<ul style="list-style-type: none"> <li>■ improve the monitoring of assessments to see how quickly gaps close and to demonstrate how funding is used appropriately.</li> </ul>	02/01/2018

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

- use the procedures for self-evaluation to more accurately and precisely monitor practice, identify any weaknesses and target areas for improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector talked to some parents and took account of their views.
- The inspector held a meeting with the managers about the leadership of the nursery and looked at relevant safeguarding documentation.
- The inspector had discussions with staff and carried out joint observations in both parts of the nursery with the manager.

### Inspector

Penelope Redwood

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Senior staff are very committed towards ensuring high standards of care. They frequently support staff and role model practice. However, the practice of staff across the nursery is variable at times. The procedure for self-evaluation is not always accurate. For example, the environment for the youngest children does not always support the babies' needs. Safeguarding is effective. Most staff have a suitable knowledge of what to do if they have concerns about a child's welfare. All children have a key person. However, senior staff do not always ensure staff assess children's progress accurately. This means it is harder for them to show how quickly any gaps in children's learning are closing.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable across the nursery. When it is better, staff use their knowledge of children's interests to plan activities which take account of their needs. For example, staff quickly recognised how to adapt a painting activity for the babies who particularly enjoyed touching the paint. The use of technology is used well to encourage children's mathematical skills, such as when older children count in sequence and make patterns. Staff read books to children at story time and use props to support children's imagination. However, the promotion of other aspects of learning are not always utilised. For example, staff miss opportunities to support children's speech and language development at lunchtime and on other occasions when children are playing alone.

### Personal development, behaviour and welfare require improvement

The organisation of the baby room means the daily routine is often interrupted with other parents, staff and children walking through. This also impacts on how clean the baby area is as dirt from shoes is carried through the nursery and babies are sitting and crawling on the floor. Some relationships between babies and staff are not stimulating and responsive enough to help them settle into the daily routine. At times, staff are not always vigilant in protecting children against infection. For example, tissues are not disposed of hygienically, a child used a fork at lunchtime which had fallen on the floor and a child drank from another child's bottle. Despite this, children have many opportunities to be independent and to make their own choices. They generally behave well and follow instructions, such as when they go on outings. Staff encourage children to learn about the world in which they live. For example, they plan trips to the local duck pond and learn about different cultural events.

### Outcomes for children require improvement

Children learn suitable skills to help prepare them for starting school. They show pride in the completion of tasks, for example, managing jigsaw puzzles or using tools to make marks in the sand outside as they practise their early writing skills. However, some children do not make the best possible progress from when they start at the setting due to the weaknesses in assessment.

## Setting details

<b>Unique reference number</b>	EY449315
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1062732
<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 - 4
<b>Total number of places</b>	61
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Tops Day Nursery Limited
<b>Registered person unique reference number</b>	RP901328
<b>Date of previous inspection</b>	6 March 2013
<b>Telephone number</b>	02393977009

Tops Day Nursery - Lakeside registered in 2012. It is part of the Tops Day Nursery chain which has 15 nurseries in the south of England. The nursery is open all year, including bank holidays, from 6am until 8pm, subject to local demand. The nursery employs a manager and 22 staff to work with the children. All staff hold, or are working towards, qualifications in early years and childcare. The pre-school receives funding for early education for children age two, three and four years.

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