

Topsham House Day Nursery

16 PECKLETON LANE, DESFORD, LEICESTER, LEICESTERSHIRE LE9 9JU



Inspection date	21 August 2018
Previous inspection date	7 August 2015

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

The provision is good

- Managers and staff are ambitious and maintain continuous improvement. They provide consistently strong teaching and good outcomes for children.
- Parents are fully involved in the decisions made for the nursery. Staff act on their suggestions to develop the nursery further. For example, a stair gate at the top of the stairs has been exchanged for a locked door that can be opened more easily.
- Staff build very close partnerships with parents, other professionals and agencies. The individual needs of all children are met well, including children who have special educational needs and/or disabilities.
- Staff have a very strong focus on developing children's physical skills and promoting their personal, social and emotional development. Children enjoy physical exercise provided by a sports coach.
- All children settle with ease into this friendly and welcoming nursery. They learn the rules for positive behaviour from staff, who act as good role models. Children are respectful, polite and behave very well.

It is not yet outstanding because:

- Staff are not fully extending the language skills of children aged under two years and those children who speak English as an additional language.
- Staff are not fully focused on helping pre-school children to share what they are seeing and to consider why and how things work.

What the setting needs to do to improve further

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

- challenge even further children under the age of two years and those who speak English as an additional language, to extend their language skills
- help pre-school children to discuss what they are seeing and to consider what is happening and why.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery provider and manager. She looked at relevant documentation and evidence of the suitability of the premises and staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff attend training to update their knowledge of child protection matters. They know what to do if they have concerns about a child's safety and welfare. Managers and staff carry out daily risk assessments indoors and outdoors. They thoroughly investigate any accidents that happen. Managers observe practice and make sure that children are safe when playing. Recruitment and vetting procedures are robust. Leaders and managers carry out rigorous checks to help to make sure staff are suitable to care for children. Staff enjoy regular supervision, support and coaching from managers. They reflect on their practice and discuss their professional development needs. Managers track the good progress different groups of children make.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff observe children at play. They assess what children do well and where they need help. Staff share this information with parents and other settings some children also attend. As a result, children receive consistency in their learning. Staff provide children with interesting play resources and experiences. This motivates children to have fun and to learn. For instance, staff encourage young children to explore cooked pasta, cotton wool and glitter. Pre-school children are fascinated as they watch sticks and water travel down pipes. Staff working with two- to three-year-olds are good at showing children how to do things. They encourage children to 'have a go'. For example, two-year-olds copy the actions of staff to draw a flower with pens.

Personal development, behaviour and welfare are good

Managers and staff are highly focused on promoting children's physical and emotional well-being. Parents comment on how well children thrive in the care of the friendly and knowledgeable staff. Children benefit from receiving care from familiar adults, when they first start the nursery and when they move playrooms. This helps children to feel safe and secure. Children learn the importance of leading a healthy lifestyle. They spend lots of time being physically active while exploring the stimulating outdoor play areas. Children learn to keep themselves safe as they climb the steps of climbing apparatus and move from one play area to another. Parents comment on how much children enjoy the 'amazing' homemade meals. Following a health initiative, the manager and cook have reduced the amount of sugar used in the desserts given to children.

Outcomes for children are good

Children are prepared well for their next stage of learning and for school, when the time comes. They are active learners and show high levels of curiosity. Pre-school children are confident talkers. They eagerly share their thoughts, about going to school, with visitors to the nursery. Two-year-olds extend their vocabulary as they name features of a flower, such as stems, leaves and pollen. All children are learning to be independent. They choose what to play with and how to use the toys, following their own ideas. Children aged under two years develop their physical skills while investigating sand using their hands. Two-year-olds explore shapes as they use shells to make patterns in play dough. Pre-school children decide to fill jugs with water to pour down pipes attached to the wall.

Setting details

Unique reference number	223281
Local authority	Leicestershire
Inspection number	10064425
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 11
Total number of places	60
Number of children on roll	128
Name of registered person	Topsham House Limited
Registered person unique reference number	RP517261
Date of previous inspection	7 August 2015
Telephone number	01455 828885

Topsham House Day Nursery opened in 1996. The nursery employs 18 members of childcare staff. Of these, one staff member and the manager hold early years professional status and two staff hold a teaching degree. Two staff hold an appropriate early years qualification at level 2, 11 hold a qualification at level 3 and one staff member holds a qualification at level 4. The nursery opens all year round, on Monday to Friday from 7.45am to 6pm, except for the period between Christmas and New Year. It provides funded early education for two-, three- and four-year-old children.

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